

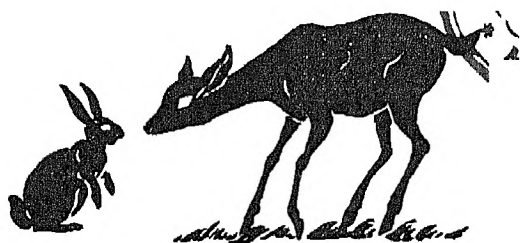
Teachers' Guide
for
WITH NEW FRIENDS

SECOND SEMESTER BOOK

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The characters in this Guide are fictitious. They have been used to provide teachers with an opportunity to visit vicariously the classroom of a teacher who is using the LEARNING TO READ program.

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Introduction

The opening section of this Guide is a narrative account of the teaching procedures for the first story in *WITH NEW FRIENDS*, the Second Semester Book for the second grade. It is the story of a teacher, whom we call Miss Evans, and her average group of second-grade children in a typical classroom situation.

During the first semester Miss Evans had used the Semester Edition of *IN NEW PLACES* and the Teachers' Guide and *READ AND DO* book to accompany that reader.¹



The first section of this Guide tells how Miss Evans guides this same group of children² through the first story in *WITH NEW FRIENDS* at the beginning of their second semester in second grade. It also describes procedures used for the first four pages in *READ AND DO* to accompany *WITH NEW FRIENDS*.

In the remainder of this Guide the procedures for teaching each story are developed under the headings: *BUILDING BACKGROUND*, *DEVELOPMENTAL READING*, *REREADING*, *ADDITIONAL READING ACTIVITIES*, and *RELATED EXPERIENCES*.

¹ The Semester Edition of *IN NEW PLACES* is a simplified form of the Full Year Edition of that book, designed for use during the first semester in second grade. It presents fewer new words, fewer variant forms of words, and only half of the word-recognition program. Also the phraseology is simplified. The other half of the word-recognition program included in the Full Year Edition of *IN NEW PLACES* is introduced in *WITH NEW FRIENDS* which is intended for use during the second semester of the second year. Each of these books is accompanied by its own Teachers' Guide and *READ AND DO* book.

Teachers who wish to use only one basic reader during the entire second year will find a complete program offered in the Full Year Edition of *IN NEW PLACES* and the accompanying Teachers' Guide and *READ AND DO* book.

² See Teachers' Guide for the Semester Edition of *IN NEW PLACES* for an account of procedures used with these pupils during the first half of the second grade.

With New Friends

On the first morning of the new semester Miss Evans had copies of WITH NEW FRIENDS on her desk ready for Group II.

"We have a new book," she said, as the children assembled for their reading period. "This book has stories which are just as interesting as those we read in IN NEW PLACES."

She showed the children a copy of WITH NEW FRIENDS. They discussed the cover design and talked about the deer, the rabbit, and the bird in the picture.

"Somewhere in this book is a story about some deer," said Miss Evans. "It will be fun to watch for it."

She read the title. "Why do you think this book is called WITH NEW FRIENDS?" she asked. After a brief discussion the children concluded that they were going to meet some new story-book friends.

Miss Evans gave each child a book. "Turn to the first picture," she said. "Here are two of the new friends whom you will meet, Jerry and his cousin, Polly. Jerry lives in Spring Village. Every summer he visits Polly and her twin brother, Pat, who live on a farm. Jerry and Polly are out walking and have stopped to look at a little village near the farm.

"Turn to the list of stories. Here you will find the names of all the stories in the book. The list is divided into six parts or sections, and each section has a name. Can you find the name of the first section?"

Miss Evans helped the children read the names of all six sections. She encouraged discussion about the setting of each section of stories as indicated by the section title. She also called attention to the fact that in the table of contents the children could find the name of the author of each story as well as the page on which each story begins.

"Now look again at the first section title, *In Spring Village*. What is the name of the first story in this section, Alice?"

"*The Parade in Spring Village*," replied Alice.

"On what page does this story begin, Tommy?"

"Page 7," said Tommy.

"Let's read the story and find out how there happened to be a parade. Turn to pages 6 and 7."

The Parade in Spring Village

PAGES 7-13

"The picture on pages 6 and 7 shows part of *Spring Village*," said Miss Evans as she began BUILDING BACKGROUND for the story. She wrote the phrase *Spring Village* on the blackboard for the purpose of introducing the new word *village*.

Pages
7-9
village
can't
mayor
garage

"Do you think it is a very large village?"

"No," replied Peggy. "You can see fields near the main street."

"That's right. Although it's not a large village, it has a *mayor*," said Miss Evans as she wrote the phrase on the blackboard. "Do you know what a mayor is?"

She guided the children to conclude that in some sections of the country the head of a city, town, or village is called the mayor.

"There were some policemen stationed near Spring Village. We will read about them, too," said Miss Evans. Then she proceeded to develop four new compound words which appear on pages 8-9: *policemen, downstairs, anyhow, raincoats*.

"The word *policemen* is made of two words that you know. See if you can tell what the two words are." Miss Evans wrote *policemen* on the blackboard and asked a child to underline and read one word in *policemen*. She called on another child to underline and read the other word in *policemen*. In the same way she developed the words *downstairs, anyhow, raincoats*.

"Now let's look at the picture again," said Miss Evans. "What is the building on the main corner near the big tree?"

"A garage," said Jimmie.

"Why do you think so?"

The children discussed the gas pumps and the man putting gas in a car. Some of them pointed out and read the two signs.

"I'll write the word *garage* on the blackboard so you can see it more plainly," said Miss Evans as she wrote the word.

"Jerry's father owns this garage. Something exciting happened one day while Jerry was in the garage with his father. You'll read about it soon, but first let's discuss the picture a little further.

"Look at the streets. Do you think they are wide enough and long enough for the people of Spring Village to have a good parade?"

The children all agreed that this was quite possible.

"What kind of weather are they having in Spring Village?"

"It's raining hard," said Louise.

"Yes, it is *raining*," replied Miss Evans as she wrote the new variant form of *rain* on the blackboard. "This is the word *rain* with *ing* added to it.

"Do you think they can have a parade when it's raining so hard?"

"No, they can't," replied Jimmie.

"Yes, they can," said Henry. "They can use umbrellas."

"There seems to be some difference of opinion," said Miss Evans as she wrote these two sentences on the blackboard:

No, they can't. Yes, they can.

"Jimmie said, 'No, they can't.' He might have said, 'No, they *can not*.'" Miss Evans wrote *can not* above *can't*. "But he said it a shorter way. He said *can't*, which stands for *can not*. You'll find this new word *can't* in the story.

"Probably the best way to find out whether or not they can have a parade in the rain is to read the story."

Up to this point Miss Evans had been building background and stimulating interest in the story. She had begun her DEVELOPMENTAL READING by developing the new words for the first two pages. She now had the children read pages 7 and 8 in response to motivating questions and statements, as follows:

"At the time the story begins Jerry was asleep. Read page 7 to yourselves and find out what woke him up."

After the children had read the page silently, Miss Evans asked Peggy to tell what awakened Jerry.

Then she asked different children to read parts of the page orally in response to purposeful statements or questions, as:

"Read the first three lines, Russell, to tell us how Jerry woke up.

"The next paragraph tells us what Jerry thought about the sound. Read it, Alice.

"What was the noise, Henry? Answer the question by reading the last paragraph."

After the page had been read orally, the children were asked to discuss some questions based on interpretation of the story.

"Why did Jerry think the noise might be a drum?"

"Because there would be a drum in a parade, and he was expecting a parade," said Ann.

"Why did he decide that it wasn't a drum?"

"It wasn't time for the parade," replied Jimmie.

"After he ran to the window, he decided that the noise was thunder. Why?"

"He saw it raining," answered Alice.

"Maybe he saw lightning, too," said Jack.

"Yes, he probably did," said Miss Evans. "If he saw lightning, he could be sure the noise was thunder, couldn't he?"

"Now let's turn the page. Read to yourselves the first paragraph on page 8 and find out what Jerry had hoped would happen."

After the children had read the paragraph silently, Miss Evans had Peggy read it orally.

The rest of the page was read silently, then orally, as Miss Evans asked these questions:

"What happened every year in Spring Village? Who was always in the parade? What did Jerry think about the possibility of having a parade on this particular day?"

After the page was read, Miss Evans guided discussion of the picture. In cases in which a picture was at the bottom of the page, she usually found it advisable to postpone discussion of the picture until after the page was read.

"Who is the boy in the picture? Does he look happy? Why? What room is he entering? Do you suppose there is anyone else in this room? Who?"

"The next page tells us what Jerry said to Mother. Read the first paragraph to yourselves.

"Now read it aloud, Alice."

The children continued to read silently, then orally, as Miss Evans asked in succession: "Did the rain stop? What did Mother suggest doing? What did Mother and Jerry do? What happened while they were eating?"

When the children had finished reading this page, Miss Evans had the readers collected. She always had the books collected after each lesson so that the stories would be new and interesting when the children read them together and so that background discussion and motives for reading would be stimulating and effective.

As soon as the books were collected, Miss Evans introduced READ AND DO to accompany WITH NEW FRIENDS.

"You also have a new READ AND DO book to go with your new reader," she said. "Can you read the title? Yes, it is *Read and Do*. How can you tell that this READ AND DO book goes with WITH NEW FRIENDS?" Miss Evans held her hand under the phrase, *With New Friends*, and the children read it.

After discussing the picture on the cover, Miss Evans provided the children with copies of READ AND DO and asked them to turn to the first page.

"Look at the picture," she said. "This is the picture of a street in Spring Village where Jerry lived. Can you find his father's garage?"

Miss Evans continued to ask questions until the children had identified the buildings and the people. Then she made sure that they understood that they were to read the story on the left side of the page, and that they were to read and follow the directions on the right.

When all of the children seemed to understand what they were to do, Miss Evans sent them to their seats to do INDEPENDENT WORK with the first page in READ AND DO.

In the afternoon Miss Evans had these children spend a period participating in reading activities in addition to those which they had in working with the story in the reader and with READ AND DO. Frequently she devoted an entire period to ADDITIONAL READING ACTIVITIES. At other times she had the children engage in one or more short activities at the end of a period after they had finished reading a group of pages in the reader. These additional activities were designed to develop ability in the fundamental skills of WORD RECOGNITION, INTERPRETATION OF MEANING, and APPLICATION OF STUDY SKILLS; and to increase APPRECIATION.

On this particular afternoon Miss Evans gave the children practice in WORD RECOGNITION. Up to this point she had introduced the new words in oral context and had written them on the blackboard. This group of children, however, needed much more practice in order to develop facility in attacking words independently.

While reading the Semester Edition of *IN NEW PLACES* the children had been introduced to word variants made by adding *ing*, *d*, and *ed* to known stem words. Since several children still had difficulty in recognizing such variant forms, Miss Evans decided to review them early in the second semester.

"We are going to make some new words out of old words," she said at the opening of the afternoon period. "First, we'll make the new words by adding *ing* to some words we know."

She wrote *rain* on the blackboard and had the word read. Then she wrote *raining* and asked a child to read this word. She repeated this procedure until the children had read several stem words and their variant forms made by adding *ing*. She used the same procedure with variant forms made by adding *d* or *ed* to known words.

The words used included important variants appearing in the first section of the reader, pages 7-39. Some of the variants are new in this section of *WITH NEW FRIENDS*, and some were introduced in preceding readers.

rain	pick	thank	hold	stand	ask
raining	picking	thanking	holding	standing	asking
march	open	answer	call	climb	stay
marched	opened	answered	called	climbed	stayed
please	like	surprise	hope	change	wiggle
pleased	liked	surprised	hoped	changed	wiggled

After the above words had been written on the blackboard and read, Miss Evans invited the children to play a "Listening Game." She divided the class into two groups and wrote on the blackboard:

Group 1 Group 2

Then she pronounced one of the variant forms very distinctly and called upon Jack, who was in Group 1, to find and read the word. Jack quickly found the word and read it, and Miss Evans wrote a score of 1 under Group 1. Then a child in Group 2 was given a chance to make a score for his group.

The game was continued until everyone had a turn. The scores were added at the end of the period. Group 1 was the winner. Group 2 clapped for them.

The children then went to their seats and worked with page 2 in READ AND DO. This page provided additional practice in forming *ing*, *ed*, and *d* variants.

At the opening of school on Tuesday morning Miss Evans read to the children two poems: "When the Rain Comes Down" by Annette Wynne and "The Rain" by Dorothy Aldis.¹ The children enjoyed the poems and discussed them for a few minutes.

The theme of these poems is similar to that of the story, "The Parade in Spring Village." Miss Evans frequently provided her pupils with RELATED EXPERIENCES which enriched the theme of a story and extended the children's interest in it.

When it was time for Group II to have their morning reading period, Miss Evans again had DEVELOPMENTAL READING. First she developed the new words which appear on pages 10-11.

"We are going to read more about 'The Parade in Spring Village' this morning," said Miss Evans. "In the part of the story which we read, you will remember that Jerry and Mother went to the garage to have a picnic with Daddy. What happened to the garage door while they were eating?"

"It blew open," said Ann.

"Do you suppose Jerry shut the door?"

"Yes, the rain would come in if he didn't," volunteered Louise.

"You are right, Louise," said Miss Evans. "And Jerry was a thoughtful boy, so he ran to *shut the door*." Miss Evans wrote the phrase on the blackboard. She had Jack read the entire phrase. Then she had Henry find and read the new word *shut*.

"When Jerry went to shut the door," continued Miss Evans, "he saw *someone coming* who looked as if she were wearing *big glasses* like those the Mayor wears." Miss Evans wrote the italicized phrases on the blackboard.

"Whom do you suppose Jerry saw?"

"His grandmother," answered Peggy.

¹ "When the Rain Comes Down," by Annette Wynne, *For Days and Days*, Frederick A. Stokes Company, New York, 1919.

"The Rain," by Dorothy Aldis, *Everything and Anything*, Minton, Balch and Company, New York, 1927.

"Let's find out if Jerry's grandmother came to the garage. Turn to page 10. Read the page to yourselves. Then I'll ask you to tell me what you found out."

The children read page 10 silently. Then they discussed the picture at the bottom of pages 10 and 11. Miss Evans asked them to note the white rings around the mother duck's eyes and to count the little ducks.

Different children were then asked to read parts of page 10 orally in response to statements or questions, as: "Read the part which shows that Jerry was surprised. What did he see coming? Read the part about the mother duck. How did she march into the garage?"

"Now read to yourselves the first paragraph on page 11 and find out about the little ducks.

"Read that part aloud, Henry."

The children read the next paragraph silently, then orally, to find out what Father and Mother did. Then they read the last paragraph to find out what Jerry said about the mother duck.

After page 11 had been read, Miss Evans gave the children an experience in INTERPRETATION OF MEANING. She wrote on the blackboard the words and sentences below for use in deepening and extending the meaning of *rings* and *glasses*.

rings glasses

The mother duck had white . . . around her eyes.

The Mayor could not see well without his . . .

Jerry had two . . . of milk with his sandwiches.

Father said, "Jerry, will you answer the telephone if it . . . ?"

Mother had two pretty . . . on her fingers.

"Some words have more than one meaning," Miss Evans explained. "The word *rings* has more than one meaning, and *glasses* has more than one meaning. Read the sentences to yourselves and decide whether to use *rings* or *glasses* in each one. Then we'll talk about the different meanings of these words."

After the children had read the sentences silently, Miss Evans asked a child to read the first sentence orally, supply the missing word, and write it in the blank space. The same procedure was used for the other sentences. Discussion then followed in regard to the different meanings of *rings* and *glasses*.

FOR INDEPENDENT WORK at their seats following this reading period, Miss Evans gave the children an experience in the APPLICATION OF STUDY SKILLS in reading. She wrote on the blackboard the sentences below which stated story incidents out of sequence. The children were asked to write the sentences on their papers in the order in which the events took place.

A parade was coming down the street.
 Jerry jumped out of bed.
 Mother and Jerry went to the garage.
 Jerry ran to shut the garage door.
 The parade of ducks marched into the garage.
 The wind blew the garage door open.

Pages
 12-13
wild
knew
glad
than

At the opening of the afternoon reading period Miss Evans quickly developed the new words on pages 12-13 and stimulated interest in further reading.

She used the questions and statement below to introduce the new words. In each case she wrote the italicized phrase on the blackboard as she said it. Then she had the children read it and identify the new word. The question or statement in each case was followed by discussion.

"Do you suppose *Jerry was glad* when he saw the parade? Do you think he would rather have had this parade *than a parade of people*? I wonder if *Jerry knew* what kind of duck the mother duck was. Do you think she was a barnyard duck or *a wild duck*?"

Following the word development the children read page 12 as usual. Miss Evans kept the reading lively and purposeful by such remarks as:

"Turn to page 12. Look at the picture. Where is the mother duck sitting? Where are the little ducks? Read the first three paragraphs to find out how they happened to be in the box. Read the rest of the page to find out how Father discovered what kind of duck the mother duck was."

After the children had read the page, Miss Evans explained that Beaver Park is a state park not far from Spring Village, that many different kinds of wild birds and animals are kept there, and that this duck had wandered away from the park.

"Read to yourselves the first paragraph on page 13 and find out what the man in the park told Father about the duck. Read the next paragraph and find out why the duck left Beaver Park. What did Jerry say about the duck?"

The children read page 13 silently, then orally, as Miss Evans asked the questions above. Then she gave them an experience designed to increase their APPRECIATION of Jerry's changing emotions as events in the story took place.

"How do you think Jerry felt," asked Miss Evans, "when he saw the rain on the morning of the parade?"

"Disappointed," replied Jimmie.

"Unhappy," said Alice.

"Yes, he was probably both disappointed and unhappy," said Miss Evans.

The children then discussed how Jerry felt when (1) Mother suggested that they have a picnic in the garage; (2) he saw the parade of ducks coming down the street; (3) he noticed that the mother duck looked like the mayor; (4) he sat down beside the duck.

Following this discussion the children went to their seats and worked with page 3 in READ AND DO which provided additional practice on the new words *shut, coming, glasses, wild, glad, than*.

Miss Evans planned to have these children reread the entire story. She decided, however, that it would be advisable to devote another entire period to skill development before finishing work with this story. On Wednesday morning the reading period was used for an activity in WORD RECOGNITION.

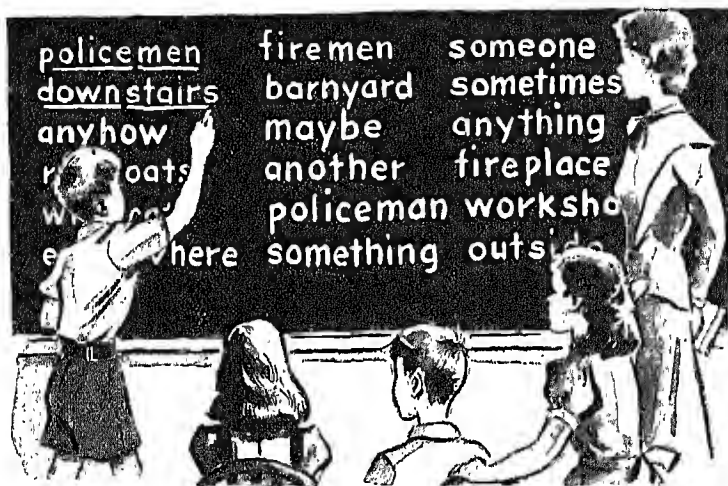
Since there are several new compound words in *Section I* of WITH NEW FRIENDS, Miss Evans gave practice on these new compound words, which are made of separate words the children already know. She also reviewed some compound words which appear in preceding readers of the series and again in the first section of this book.

"This morning we are going to have fun finding two words in a large word," she began.

She wrote on the blackboard the important compound words which appear on pages 7-39 in WITH NEW FRIENDS.

policemen	firemen	someone
downstairs	barnyard	sometimes
anyhow	maybe	anything
raincoats	another	fireplace
wildcats	policeman	workshop
everywhere	something	outside

Henry was asked to underline and read one word in *policemen*, and Peggy was asked to underline and read the other. Jimmie was then



asked to read the entire word. A similar procedure was repeated until each word had been read in its component parts and as a compound word.

Page 4 in READ AND DO provides additional practice on compound words. After the children had finished the blackboard work described above, Miss Evans sent them to their seats to work with this page in their skill-development book.

On Wednesday afternoon the children reread the entire story. This rereading was conducted in a way which was purposeful from the children's point of view and which was also conducive to additional skill development from the teaching point of view.

The children's purpose was to find paragraphs in response to motives suggested by Miss Evans. Miss Evans' purpose was to provide an experience in applying the important study skill of selecting and evaluating sections of content for specific purposes.

"In 'The Parade at Spring Village,' there are certain paragraphs which are especially exciting or funny or satisfying," said Miss Evans. "There are also certain ones which make you see pictures or which give you specific information. Let's see if we can find some of these paragraphs. Read to yourselves page 7 to find the paragraph which you think is most exciting. Then I will ask two or three of you to read aloud the paragraph which you have selected."

Some children chose the third paragraph; others the last one. After both paragraphs had been read orally and discussed, the majority of the children agreed that the last one was more exciting.

A similar procedure was used in rereading each succeeding page to find the paragraph which: (8) makes you see the most interesting picture; (9) is most exciting; (10) gives you a clear picture of how the duck looked; (11) is the funniest; (12) gives specific information about the duck; (13) makes you feel most satisfied and happy.

The children enjoyed rereading the story for the above purposes, and they enjoyed the discussion which accompanied the rereading. Miss Evans had the satisfaction of knowing that they were having a valuable experience in the use of specific reading skills which they would need in studying other textbooks in later school life.

Rereading the story completed the procedures which Miss Evans used in teaching "The Parade in Spring Village." First she had guided discussion of the illustration on pages 7-8 for the purpose of BUILDING BACKGROUND for the story. Then she conducted DEVELOPMENTAL READING of groups of new pages, interspersed with periods devoted to ADDITIONAL READING ACTIVITIES as needed in providing more practice on the skills, and accompanied by a RELATED EXPERIENCE. The purposful REREADING concluded the work with "The Parade in Spring Village." This sequence of procedures is typical of the suggestions in this Guide for teaching each of the stories in WITH NEW FRIENDS.

The Great Duck Hunt

PAGES 14-20

BUILDING BACKGROUND

Remind the children that in the previous story Jerry's father telephoned a man in Beaver Park about the ducks. Then ask, "Why did the mother duck leave her home? Were there any more ducks like her in the park? Do you think the man in the park will want to have her back again? How do you suppose he will get her?"

Lead into a discussion of the kind of truck which might be used to carry wild animals or birds to the park. If any of the children have seen such a vehicle, ask them to describe it. During the discussion make sure that these points are made: (1) usually such a truck has a large back door for animals to go in and out; and (2) usually either the sides of the truck or the back door is made of strong wire so that the animals inside have fresh air.

Conclude the discussion by suggesting a motive for reading the new story, as: "Let's read and find out what kind of truck the man from Beaver Park had."

DEVELOPMENTAL READING

Pages
14-15
great
hunt
hunter
wire

Word Development: "The title of our new story is *The Great Duck Hunt*." Write the title on the blackboard as you say it. Ask different children to read the title, then the new words, *great* and *hunt*. "If the story is about a duck hunt, there must be a *hunter*." Write the italicized phrase on the blackboard and have it read. "It seems strange that we are going to read about a duck hunt when Jerry had taken such good care of the ducks. He had even put a piece of *chicken wire* over their box so they wouldn't get away." Write the italicized phrase on the blackboard and have it read.

Note: From this point on no mention will be made of writing new phrases or words on the blackboard as they are developed in oral context. It is to be understood that all words appearing in italics are to be written on the blackboard during discussion.

Reading: (14) "Let's read and find out how they happened to have this great duck hunt. Turn to page 14. Look at the picture. Here is Jerry in the garage. Who do you suppose the man is? What do you

think this truck carries? How can you tell that it is from Beaver Park? Read the first two paragraphs to find out more about the truck." Have the children read silently, then orally, in response to this question. Use the same procedure with additional questions. "What did the man and Jerry say to each other?" (15) "What did the man do and say when Jerry offered to help him? What did Jerry reply? Where were the ducks? What did Father and the man say to each other?"

Discussion: "Why was the man so sure that he didn't need help?"

Word Development: "In the picture on pages 10 and 11, the little ducks were following the mother. Do you suppose that the mother duck would try to follow the baby ducks if they should turn and run the other way? Yes, *she always tried to follow them*. In the last picture the man was picking up the box. We will find out whether he took the box with him or whether *he turned it over* on its side to let the little ducks out."

Pages
16-17
*turned
tried
follow*

Reading: (16) "Turn to page 16. Read the first two paragraphs to find out how the man got the ducks into the truck. Read the rest of the page which tells about the man leaving. Look at the picture. What has happened?" (17) "Did the mother duck escape, too? Where did the little ducks go?"

Discussion: "Why didn't the mother duck get out of the truck? Why didn't the man stop and get the little ducks after they got out of the truck?" See also INTERPRETATION OF MEANING.

Word Development: "The last paragraph which you read *told* you that the ten little ducks ran away." Have the children note that *told* begins with the sound of *t* as in *top*, and that it has the little word *old* in it. (See WORD RECOGNITION for a review of the initial consonants *t*, *c*, and *g*.) "On the next page we will read about *six firemen*. The story becomes *very exciting*. One of the *pictures* is especially amusing."

Pages
18-20
*told
old
six
exciting
pictures*

Reading: (18-19) "Look at this funny picture. What is everyone doing? Can you find Jerry and his father? The Mayor? The firemen? One of the men in uniform is a policeman. When you read the story you will find out which one he is. Read page 18 and find out why all these people are here. Read the first two paragraphs on page 19 and find out what made the hunt exciting. Read the rest

of the page and find out what happened during the hunt." (20)
 "Some newspaper men came to the duck hunt. Find out what they did. Did the man from Beaver Park still brag about the animals he had caught? What did Father and Jerry say? Do you think they had a good time that day?"

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION.

Note: It is suggested that throughout the book the teacher use this procedure: Have portions of text read silently in response to motivating questions. Then have the children answer the questions in their own words or by reading pertinent passages orally. Follow with additional questions to check comprehension and interpretation. When appropriate, guide discussion which will increase appreciation of any phase of the story with which you are working. Use the ADDITIONAL READING ACTIVITIES at the end of the reading periods or in separate periods according to the needs of the children.

REREADING

Have the story reread for the purpose of having the children find on each page the portion of text which is illustrated. Have each portion read orally as it is located. Let the class discuss the particular details illustrated.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

Note: These activities may be used at the end of reading periods or during entire periods set aside for skill practice, according to the needs of the children.

The marginal page reference beside each activity indicates the point in the story at which the teacher may use the activity. The teacher will, of course, let the children read as many pages of the story, *consecutively*, as she thinks advisable and follow with the additional reading activities which relate to these pages.

WORD RECOGNITION

Reviewing the initial consonants *t, c, g*

Use after While the children were reading the Semester Edition of **IN NEW**
 page 20. **PLACES** the following initial consonants were taught: *b, c, d, f, g, h, k, l,*

m, n, p, r, s, t, w. For maintenance purposes these consonants are reviewed from time to time as the children read WITH NEW FRIENDS. In reviewing *t, c, g* the procedures below are suggested.

Visual Discrimination: Write on the blackboard the known words below. Have the children read the words in the first column and ask if they see any part which is alike in all of them. Have a child draw a long box around all copies of *t*. Repeat the procedure with the other two columns of words.

told	cald	game
top	car	go
tall	caw	gave
tip	cap	get
table	can't	good
time	cack	goat
take	corn	

Auditory Discrimination: Erase the lists from the blackboard. Say "I am thinking of a word that begins with the sound of *t* as in *told*. It is a toy." Ask different children to mention words which occur to them until someone guesses the one you have in mind. Continue as long as seems advisable, using words which begin with *t, c,* and *g* respectively.

Word Building: Provide the children with experiences in blending the initial consonants *t, c,* and *g* with known little words. Also give them practice in blending these consonants with parts of known words by having them substitute one of the consonants for the initial consonant in the known words. They should, of course, read each new word which they make. Suggested words to use are: *old (told, gold, cold); ate (gate); sing (ting); road (toad); sea (tea); handy (candy); up (cup); had (Tad); ride (tide); will (till); ear (tear); fun (gun); not (cot).*

Note: In choosing words for word building three types are recommended: (1) new words which the children will meet on succeeding pages of WITH NEW FRIENDS; (2) new words which the children will meet in the first semester of the third grade; (3) useful words which the children will meet in their general reading.

In the above list, for example, the words included from WITH NEW FRIENDS are: *gold* (page 30), *ting* (page 34), *toad* (page 74), *gate*

(page 225), *candy* (page 235), *tea* (page 241). The words included from the Semester Edition of *FROM SEA TO SEA* are: *cup*, *Tad*, *tied*. Useful words included are: *tell*, *tear*, *gun*, *cot*.

All of the words suggested for word building throughout the Guide are organized in this way. It is important, therefore, that these basic lists be used. The teacher may, of course, supplement them.

Contextual Application: Since the ability to recognize new words in context is the objective of phonics instruction, children should be given practice in the contextual application of the new words which they build. Suggested sentences for this work are provided below. Preference is given to the new word *told* which appears in this story and to other new words which the children will meet on later pages of *WITH NEW FRIENDS*.

Jerry's father told a good story.

Jerry's mother had a gold ring.

Jerry liked to eat candy.

Jerry went through a gate in the fence.

They saw a brown toad near the pond.

INTERPRETATION OF MEANING

Interpreting words through pantomime

Use after
page 17.

Write on the blackboard the words below. Have the children read the words aloud. Ask one child to choose a word and interpret it in pantomime. Have the other children decide which word he is pantomiming. Repeat with the remaining words. Let the child who pantomimes *follow* choose another child to act with him.

hunt, turn, wiggle, follow, open, shut, march, pick

APPLICATION OF STUDY SKILLS

Checking retention of story details

Use after
page 20.

Write on the blackboard the heading, *the ten hunters*. Have the children tell from memory who the ten hunters were. Write on the blackboard the names suggested by the children, as: *Jerry*, *Jerry's father*, *a policeman*, *six firemen*, *the Mayor*. Have the children verify their answers, first by counting the number of hunters, and then by referring to their readers.

APPRECIATION

Appreciating humorous incidents

Write on the blackboard the sentences below. Ask different children to tell you which incident they think is the funniest, and why. Then have the class vote on the funniest incident in the story. The incident thus selected may be used later as the subject of an illustration, as suggested under RELATED EXPERIENCES. Use after
page 20.

All the little ducks wiggled through the wire door.

The ten little ducks ran like the wind into the field.

The Mayor ran all around the field, looking everywhere through his big round glasses.

The ten hunters walked over the field, making a great noise to scare the ducks.

The policeman caught something, but it turned out to be a frog.

The Mayor fell into the pond while picking up a duck.

INDEPENDENT WORK:

READ AND DO, pages 5-7.

Ask the children to draw a picture to illustrate the sentence below. After the drawings are made, have the group evaluate each picture for accuracy of detail.

The ten hunters were looking for the ducks.

Write on the blackboard the headings and words below. Ask the children to write the two headings, then write each word under the heading where it belongs.

wild animals

farm animals

wolf, cow, horse, bear, wildcat, tiger, donkey

fox, goat, beaver, pig, elephant, monkey

RELATED EXPERIENCES

Ask the children to bring to school snapshots of themselves and their pets. Mount the snapshots on a large chart, and write an appropriate sentence under each one.

Suggest that the children look in newspapers and magazines for photographs of exciting events that happened in some other town.

Have them bring the photographs to school, show them to the class, and tell about them.

Let the children make a pet cage for visiting pets. They may tack a piece of chicken wire over the top of an orange or apple box.

SUGGESTED STORIES AND POEMS

To be read by the children:

"Our Village Parade," page 31, *Down Our Street*, The Macmillan Company, New York, 1939.

"Fun at the Zoo," page 14, *Friends Here and Away*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children:

Story: "Little Duckling Tries His Voice," by Marjorie LaFleur, *A Very Little Child's Book of Stories*, The Dial Press, New York, 1935.

Poem: "Duck's Ditty," by Kenneth Grahame, *Under the Tent of the Sky*, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

A Party for Mrs. Widgeon

PAGES 21-28

BUILDING BACKGROUND

Guide the children in a discussion concerning parties they have attended. Ask them to tell especially about the kind of invitation they received. If any of the children have ever attended a "farewell" party, let them tell the class about it. Supplement with an experience of your own, including a discussion of the custom of bringing a farewell gift for the one who is going away.

Conclude by tying the discussion with the story, as: "Your new story is a 'mystery' story about an unusual party which Jerry attended. It took Jerry quite a while to solve the mystery. See how long it takes you to solve it."

DEVELOPMENTAL READING

Word Development: "Your new story is about a farewell party given by Mrs. Widgeon. Since Mrs. Widgeon was going away, she wanted to give a party for her friends. A lady often gives a farewell party when she goes away. Do you think each of Mrs. Widgeon's friends should bring a present?"

Pages 21-22
Widgeon
friends
goes
lady
should

Reading: (21) "Look at the picture. What is the postman giving Jerry? Read page 21 and find out what the letter said." (22) "Here is where the mystery begins. Read what Jerry and his father said in trying to solve the mystery of who Mrs. Widgeon was. Find out if Jerry's father and mother encouraged him to go to the party."

Discussion: "What clue did Jerry's father give him to help solve the mystery?"

Word Development: "Jerry was puzzled. He didn't know who wrote the letter. He didn't know whether Mrs. Widgeon was young or old. But he decided to go to the party. Before leaving he went to gather some acorns. His mother said, 'Come back in a few minutes. I will watch the clock and tell you when to come.' Jerry wondered if he would know where to get off the bus when he went to the party. His mother told him there was a sign on the gate at Beaver Park."

Pages 23-28
young
acorns
minutes
watch
wrote
sign

Reading: (23) "Find out what Jerry decided to take for a present." (24) "How did he get ready for the party? What did he tell the bus

driver? What happened when he reached the park?" (25) "Find out about the old friend whom Jerry met." (26) "How had the baby ducks changed? Did Jerry want to go to the party?" (27) "Find out how Jerry learned who Mrs. Widgeon was." (28) "Find out how the mystery was solved."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, APPRECIATION.

REREADING

Have the children reread the story to find parts which check responses made from memory. Questions to ask are: (21) How did Jerry know the day and time for the party? (22) Why did Father think Jerry should go to the party? (23) What did Jerry think about acorns as a present? (24) How did Jerry find out where to go when he reached the park? (25) What did Jerry see in the big wire cage? (26) How had the ten little ducks changed? (27) What words were on the sign over the cage? (28) How did Jerry thank Mrs. Widgeon for the party?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding small words in larger words

Use after page 24. Write on the blackboard the words below. Have the children find and underline one or more smaller words in each word.

raining, marched, than, hunter, goes,
turned, told, picking, acorn, pleased

Write on the blackboard the words below. Guide the children in determining the pronunciation by finding a smaller word within each word and then blending the initial consonant with the small word.

gold gate cup tan

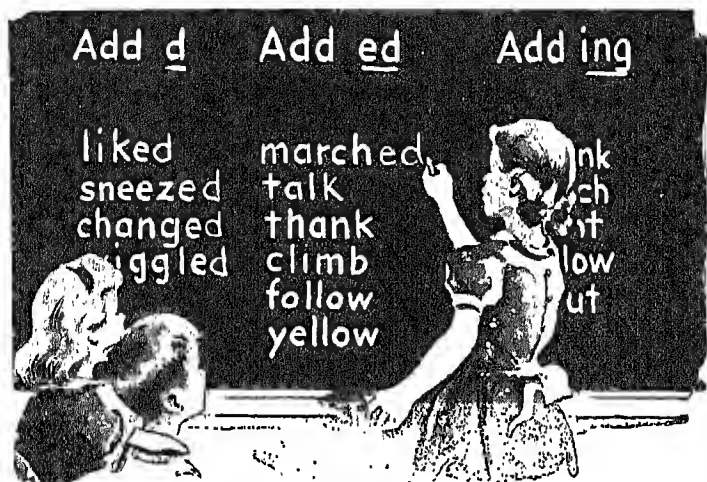
Reviewing variants made by adding *d*, *ed*, or *ing*

Use after page 28. Write on the blackboard the words below. Have the children read each word, add *d*, *ed*, or *ing* as indicated, and then read the new word.

Add d: like, sneeze, change, wiggle

Add ed: march, talk, thank, climb, follow, yellow

Add ing: thank, watch, hunt, follow, shout, eat, talk, sleep, pick, look



INTERPRETATION OF MEANING

Selecting words of opposite meaning

Write on the blackboard the words below. Have the children find in the second column a word which means the opposite of *city*. Continue in the same way with the other words. Use after page 24.

city	man
young	goes
lady	night
shut	farm
comes	answered
day	open
asked	old
standing	Mrs.
Mr.	can't
can	sitting

Extending word meanings

Use after
page 27.

Write on the blackboard the sentences and definitions below. Discuss the two definitions of *watch*. Ask the children to read the first sentence and select the correct definition of *watch* as it is used in that sentence. Repeat with the remaining sentences.

watch: look at watch: something that tells the time

Jerry wanted to stay and watch the duck.

Father looked at his watch to see what time it was.

Jerry said, "I stopped to watch the ducks."

The man's watch said one minute to six.

APPLICATION OF STUDY SKILLS**Checking retention of story facts**

Use after
page 28.

Write on the blackboard the sentences below. Have a child read the first sentence and suggest a word to complete it. If the other children agree, write the word in the space. If a difference of opinion arises, have the children refer to the book for verification.

A widgeon is a

A wild widgeon lives in the

A widgeon is white and

A widgeon has white . . . around its eyes.

A widgeon likes to eat

A widgeon lives in a hole in a

Becoming acquainted with an encyclopedia

Use after
page 28.

If possible, bring an encyclopedia to the classroom. Have the children note that you would look in the volume with *W* on its shelf-back to find information concerning the wood widgeon duck. Show the pictures and read some of the information to the children.

APPRECIATION**Discussing the element of mystery in a story**

Use after
page 28.

Guide a discussion for the purpose of helping the children to understand the particular qualities which make "A Party for Mrs. Widgeon" a mystery story.

Suggested questions to ask are: What was strange about the letter? What was strange about the gift Jerry's mother suggested? What

was strange about the place where the party was to be? How did Jerry feel about going to the party? Did Jerry know who Mrs. Widgeon was when he first saw the wild duck in the cage? How did Jerry feel about the party after he saw the wild duck? How was the mystery finally cleared up? Do you think this story would have been a mystery if Jerry had found out at the beginning who Mrs. Widgeon was?

INDEPENDENT WORK:

READ AND DO, pages 8-10.

Write on the blackboard the sentences and words below. Ask the children to write them, then to find under each sentence a word that means the opposite of the underlined word in the sentence. Instruct them to draw a line under this word in each case.

Mrs. Widgeon was going to the city to live.

walking coming hopping

Jerry thought a young lady would like a ribbon for her hair.

pretty little old

Jerry ran to shut the door.

open hold find

Write on the blackboard the words and sentences below. Ask the children to read silently the words and sentences and decide which word belongs in each space. Explain that they will use each word in two sentences. Then have them write the sentences.

watch letter sign

J is the first . . . in Jerry's name.

The man at the pork will sign the

Jerry looked at his . . . to see if it was time to go.

Jerry wanted to . . . his friend, Mrs. Widgeon.

Mrs. Widgeon did not . . . her letter.

Jerry looked at the . . . over the cage.

RELATED EXPERIENCES

Help the children compose a short letter inviting a friend to attend a farewell party for someone who is going away.

Have the children cut out magazine pictures showing different kinds of wild ducks. Label the pictures and mount them on the bulletin board.

Let them plan a picnic for the birds near the school. Have them put crumbs and seeds on a tray outside the classroom window.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Wild Ducks," page 114, *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941.

"Roast Duck," page 129, *Friends Here and Away*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children

Story: "Ameliaranne at the Zoo," K. L. Thompson, *Brownie of the Circus*, Wilhelmina Harper, David McKay Company, Philadelphia, 1941.

Poem: "Zoo," Rhoda Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, New York, 1940.

Dr. Gray's Big Gold Watch

PAGES 29-39

BUILDING BACKGROUND

Ask the children if they remember the story which they read in *IN NEW PLACES* about Mrs. Mallaby's birthday. Then ask if they can recall the people who were in that story (Mrs. Mallaby, Doctor Gray, Peter, Mrs. Hall). Guide them in a discussion of the incidents which they especially enjoyed.

"We are going to read another story about Mrs. Mallaby and her friends. This story is about a big gold watch which Dr. Gray had. Years ago many watches were large and thick. Some had to be wound with a key. Dr. Gray had a watch like this."

Have the children tell of any experiences they have had in winding a clock or in seeing a clock wound. If possible show them an old watch or clock which is wound with a key and strikes the hour. Show the children how to wind it and set the hands. Let them listen to it strike.

If an old-fashioned watch or clock is not available, describe one. Explain the use of the key and the keyhole, and tell how the time-piece is wound and set.

DEVELOPMENTAL READING

Word Development: "The title of the new story is *Dr. Gray's Big Gold Watch*. In the other story about Dr. Gray the word *doctor* looked like this. In this story which letters are used to stand for doctor? Yes, the abbreviation is made of the first and last letters of *doctor*. Dr. Gray, of course, gave medicine to *sick people*. He liked kittens. Often he would let a kitten sit on *his knee* while he was calling on someone." Have the children note that the *k* in *knee* is silent.

Pages
30-31
Dr.
gold
knee
sick

Reading: (29) "If you will turn to page 29, you will find an amusing picture of Dr. Gray." Encourage discussion of the picture. (30-31) "Look at this picture. Who is the old lady? Who is the man? What do you see on Dr. Gray's knee? Read page 30 and find out what Mrs. Mallaby and Dr. Gray are doing. Read page 31 and find out what they are talking about."

Discussion: "Can you think why Mrs. Mallaby called her kitten, Feather? Why did Dr. Gray think it was not a good time for doctors?"

Pages
32-33
pills
keyhole
set

Word Development: "Dr. Gray sometimes *gave pills* to his patients." Have the children note that *pills* begins with the sound of *p* as in *pet*. (See WORD RECOGNITION.) "There was a *keyhole* in Dr. Gray's watch. You will read about *the key* that he used to *wind* his watch." Call attention to the pronunciation and meaning of *wind*. "The *i* says its own name in *wind*. In the next part of the story Dr. Gray will *wind* and *set* his watch."

Reading: (32) "What did Mrs. Mallaby ask Dr. Gray? What did the doctor say and do in replying to Mrs. Mallaby? What remark did Mrs. Mallaby make about the watch?" (33) "Look at the picture of the old gold watch. Dr. Gray has opened the case at the back, hasn't he? Can you see the keyhole? Can you see the key? Read the page to find what Dr. Gray told Mrs. Mallaby about the watch."

Discussion: "How many years old was the watch?"

Pages
34-35
ting
throat

Word Development: The children should be able to work out the word *ting* phonetically. "In the next part of the story we'll read about someone whose *throat hurts*."

Reading: (34) "What happened after Dr. Gray wound the watch and set it? How did he finally answer Mrs. Mallaby's question? What did he do with Feather? Read the rest of the page to find out about the person who was sick." (35) "Look at the picture. Why do you suppose Dr. Gray is down on his knees? Read and find out."

Discussion: See INTERPRETATION OF MEANING.

Pages
36-39
fits
shiny
twelve

Word Development: "We will read a new number word in the next part of the story. The highest number word we have had is *ten*. This new one is still higher. It is *twelve*." (Write the arabic numeral 12 above the word.) "We read that Dr. Gray had lost *the shiny little key* to his watch. Do you suppose any other key *fits* his watch?"

Reading: (36) "What did Mrs. Mallaby do to help? What did Mrs. Hall say she would do?" (37) "What did Mrs. Hall say to Dr. Gray? How did he reply? Who else came to help?" Encourage discussion of the picture, and have the children try to identify the characters. (38) "What had Feather done? What did the people do after the key was found? What did Dr. Gray do?" (39) "What did he do when Peter took the pill?"

Discussion: "Why did Peter want the watch set at twelve? How many times did it ring?" See also INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of determining the settings, naming each scene, and listing the characters. Write the items on the blackboard. Use them later in a dramatization. (See APPRECIATION.) The lists may be somewhat like this:

Scene 1

Setting: In Mrs. Mallaby's home

Title: Dr. Gray Calls on Mrs. Mallaby

Characters: Dr. Gray, Mrs. Mallaby, Mrs. Hall,
Mrs. Hunter, the Mayor, other people,
Peter's mother

Scene 2

Setting: In Peter's home

Title: Dr. Gray Calls on Peter

Characters: Dr. Gray, Peter

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *p* and *m*

Visual and Auditory Discrimination: Provide additional practice in recognizing the initial consonants *p* and *m* for children who need such practice. Write on the blackboard *pills* and *milk* as key words. Use after page 39.

Have the children guess the answers to riddles, as:

I am thinking of a word that starts like *pills*. It has big trees in it. People have picnics there. Mrs. Widgeon lived there. (park)

I am thinking of a word that starts like *milk*. You can sometimes see it in the sky on a clear night. (moon)

I am thinking of a word that starts like *pills*. There are some in your books. They are pretty. You like to draw them, too. (pictures)

The children may compose similar riddles. Ask a child to whisper to you the word he has in mind and then indicate on the blackboard the key word which begins with the same initial consonant. If he is right, have him compose a riddle and ask the class to guess the answer. If the child whispers a word which does not have the same initial consonant as the key word indicated, pronounce the key word distinctly and ask him to listen to the initial consonant.

Word Building: Suggested words to use are: *will (pill); am (Pam); hay (pay); hole (pole); not (pot); soon (moon); get (met); dark (mark).*

Contextual Application: Suggested sentences to use are:

Dr. Gray gave Peter a

will bill pill

Mrs. Mallaby . . . Dr. Gray at the door.

get set met

It was a dark night. There was no

soon moon money

Peter saw a man climb up a telephone

pole hole wire

INTERPRETATION OF MEANING

Recognizing relationships between characters and their actions

Use after
page 35.

Write on the blackboard the names and incomplete sentences below. Ask the children to decide which character did each of the things mentioned. Have a child write the correct name in the blank space in each case.

Mrs. Mallaby Dr. Gray Feather Peter's mother

. . . . went to call on Mrs. Malloby.

. . . . wanted another cookie.

. . . . climbed up on the doctor's knee.

. . . . took out a big gold watch.

. . . . set the watch.

. . . . talked on the telephone.

. . . . stayed in the basket and went to sleep.

. . . . called Mrs. Mallaby on the telephone.

. . . . got down on his knees and looked around.

Verifying inferences

Read aloud each of the statements below. Have the children find and read the part or parts of the story which would lead them to believe that the statement is true. Use after page 39.

Dr. Gray's watch was one hundred years old.

Dr. Gray set his watch to ring at six o'clock.

Boys and girls don't like to take pills.

Peter had never been very sick before.

None of Mrs. Hall's keys would fit the watch.

Dr. Gray did not tell Peter about his watch.

The watch would ring six times when it was set at six, and twelve times when it was set at twelve.

APPLICATION OF STUDY SKILLS**Recalling story details**

Ask the children to name as many different kinds of keys mentioned in the story as they can remember. List the kinds of keys on the blackboard as the children mention them. Then have them check with their books to verify the list. Use after page 37.

Using the table of contents

Have the children find in the table of contents the section which contains the names of the stories they have just read. Ask each of the questions below and have the children find the answer by using the table of contents. Use after page 39.

1. How many stories are there in this group?
2. On which page would you find a story title that mentions the name of a village?
3. How many of the stories are about Jerry and the wild ducks?
4. What is the number of the page on which you would find a story about Dr. Gray?
5. What is the number of the page on which you would find a story about a duck hunt?
6. What is the title of the story about a party?

APPRECIATION**Dramatizing the story**

Let the children dramatize this story. Use the list of settings and characters prepared during the REREADING in planning for the scenes Use after page 39.

and in assigning parts. Aid the children to give good oral interpretation of the characters' speeches by preliminary discussion of the illustrations and descriptive passages.

INDEPENDENT WORK:

READ AND DO, pages 11-14.

Write on the blackboard the riddles below. Ask the children to write each riddle on a piece of paper, then to draw a picture above the riddle to illustrate its answer.

It is fat and round,	She likes to sit
It is made of gold,	On the doctor's knee.
I think it must be	She went to sleep
One hundred years old.	On a little gold key.

RELATED EXPERIENCES

Show the children how to make paper plate clocks. They may write the twelve numbers close to the outer edge of the plate and attach movable cardboard hands with a paper fastener. Let them use their clocks to indicate different times of the day which you or some of the children name.

Let them sing such songs as, "Clocks and Watches," page 52, *New Music Horizons*, Book 2, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Doctor," page 33, *Helpers*, The Macmillan Company, New York, 1937.

"Mr. Brown's Story," page 110, *Winter Time*, The Macmillan Company, New York, 1936.

To be read to the children

Story: "The Story of Doctor Dolittle," by Hugh Lofting, *Gunnepwolf and Other Merry Tales*, compiled by Wilhelmina Harper, David McKay Company, Philadelphia, 1936.

SECTION II

From Field and Woodland

ILLUSTRATION: PAGES 40-41

BUILDING BACKGROUND FOR THE SECTION

Ask the children to turn to the table of contents and find the title of the new group of stories, *From Field and Woodland*. Let them discuss what this section title indicates about the stories in this part of the book. Help them to read the story titles. Briefly discuss the titles in relation to the section titles.

"Now turn to the picture on pages 40 and 41. Here are the fields and woodlands about which we will read. What is growing in the woodland? What is growing in the field? The boy and the smaller girl are twins named Janet and Jim. The larger girl is Mary, their older sister. At what is Mary pointing? Yes, she sees a mother deer and her baby standing under the trees in the woods. Do you know what a baby deer is called?" Write on the blackboard and read this sentence: *A baby deer is called a fawn.*

Call attention to the difference between the mother deer's coat and that of the fawn. Have the children note that the sunshine coming through the leaves of the trees makes a pattern somewhat like the white spots on the fawn's coat.

White Sunshine

PAGES 42-50

BUILDING BACKGROUND

If possible have large colored pictures of deer and fawns posted on the bulletin board. Also show the children similar pictures in an encyclopedia or science book. Call attention to the difference in the coloring of a fawn and that of a full-sized deer. Have the children discuss why it would be difficult to see a fawn lying on a pile of brown leaves under a tree on a sunny day. Guide them to see that the white spots on the fawn's coat are for protection. Explain that as the little fawn grows larger and stronger and is better able to protect himself, his coat gradually becomes brown all over.



DEVELOPMENTAL READING

Pages
42-45
sunshine
twins
fawns
spots
sweater
deer
left

Word Development: "This new story is about the *twins*, Janet and Jim. Their older sister, Mary, called them *Janet-Jim* when they were together. Janet-Jim had an interesting experience with *some deer* and *some fawns*. The fawns in the story looked like those in the pictures we have seen. They had *white spots* on their coats that looked like spots of *sunshine* falling on the ground through the trees. Even though the sun was shining, it was a cool day. Before the twins *left home*, each of them put on a *sweater*."

Reading: (42-43) "Look at the picture. Who are the two children at the right? What do you see lying on the ground between them? Do you see the white spots that look like sunshine on the coats of the fawns? Who is the older girl at the left? Let's read page 42 and find out why she is hurrying to Janet-Jim." (43) "The first paragraph tells more about the baby fawns. Find out what it says. Read the rest of the page to find out what Janet and Jim said about the fawns." (44) "Why didn't Mary let the twins take the fawns home? What did they decide to do instead? Did they ever find the fawns again?" (45) "Find out what they did with Cookie."

Discussion: "Why is this story called, 'White Sunshine'? Why do you think the sweater scared the mother deer away?" See also APPLICATION OF STUDY SKILLS.

Word Development: "Do you suppose Cookie *seemed tired* after the trip on horseback; or do you think she was ready to *move about* again?" Pages 46-47 or

Reading: (46) "How did the children take care of Cookie? Did she get well?" (47) "How did the children play hide and seek with Cookie?" *seemed tired move*

Discussion: See INTERPRETATION OF MEANING.

Word Development: "You have read about two baby deer or *fawns*. In the next part of the story you will read about a father deer, or a *buck*." Have the children note that *buck* begins with the sound of *b*, as in *boy*. (See WORD RECOGNITION.) "Often deer *are unhappy* during the long, *hard winters*. Sometimes they do not have all the food they need. Probably Janet-Jim would worry if they thought Cookie didn't have all the food *she needed*." Pages 48-50 *unhappy hard buck*

Reading: (48) "What did Cookie do when fall came? What happened in the winter?" (49) "What did the children do for Cookie when she came back? What did Cookie and the other deer do?" (50) "Did the mother deer and the buck finally eat? How did Cookie let the children know that she recognized them? Were the children unhappy when Cookie left?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the story reread for the purpose of finding on the page or pages indicated one specific sentence which answers each of the following questions: (42-43) Why did Janet name the fawn Cookie? (44) What caused Janet to stop quickly as she ran through the long grass? (45) What did Mary think they should not have done? (46-47) Why was it hard for the children to see the little fawn in the woods? (48) Who was with Cookie when the children finally saw her again? (49-50) Why was it all right for Cookie to go to live in the woods?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing hyphenated words

Use after
page 45. Have the children turn to page 42 and note that *Janet* and *Jim* are joined with a short line, or a *hyphen*. Tell them this line is used sometimes when two words are joined together to make one word and that such a word is called a hyphenated word. Ask them to find a hyphenated word (*red-brown*) on page 43.

Write on the blackboard the sentences below. Have the children find the hyphenated word in each sentence and tell what it means. The hyphenated words are the ones which the children will meet between pages 43-114 in their reader.

The color of the deer's coat was red-brown.

Who is at your right-hand side?

Do you know the name of your great-great grandmother?

An owl says, "Too-whoo-oo-oo."

Playing a card game with compound words

Use after
page 45. The following new compound words appear in *Section II* of the reader: *understand*, *sunshine*, *catbird*, *nearby*, *daytime*, *doorway*, *tonight*, *schoolroom*, *Westfield*. Add *keyhole* for review. It is suggested that these words be introduced at this time through the use of the card game described below.

Print on cards the separate words of which the compound words are composed, as: *sun*, *shine*, *cat*, *bird*. Pass one card to each child. Have a child stand before the class and show his word (as, *near*). Any child who has a word (as, *by*) that will go with this word to make a compound word (*nearby*) then holds his card beside the other child's card. A third child may read the compound word.

Reviewing the initial consonants *b* and *l*

Use after
page 50. *Visual and Auditory Discrimination:* Write on the blackboard known words, many of which begin with *b* and *l*, as:

buck	been	let	lake	barn	buses
lady	built	fence	pet	log	board
left	hold	box	bottle	mice	loud

Say, "I see a word which begins with the sound of *b* as in *boy*. What is it?" Call upon a child to underline and read the word he selects. Continue until all of the words beginning with *b* have been underlined and read.

Repeat the procedure for the consonant *l*.

Word Building: Suggested words to use are: *stuck* (*buck, luck*); *dark* (*bark, lark*); *east* (*beast, least*); *its* (*bits*); *tell* (*bell*); *letter* (*better*); *ate* (*late*); *and* (*land*); *red* (*led*); *night* (*light*).

Contextual Application: Give the children an opportunity to read in context some of the words they have built. These sentences are suggested:

The children gave Cookie bits of vegetables to eat.

It was late in the winter when Cookie came back.

The children knew it was better for Cookie to live in the woods.

Sometimes deer eat the bark of a tree.

INTERPRETATION OF MEANING

Extending word meanings

Write on the blackboard the pairs of sentences below. Ask the children to read the first pair, find the same word, used with a different meaning, in both sentences, and draw a line under the word in each sentence. Discuss the two meanings. Repeat with the other pairs of sentences.

Use after
page 47.

The children were afraid the fawn would be cold.

The doctor gave Peter some pills for his cold.

The mother deer left the fawn in the woods.

The boy threw the ball with his left hand.

Cookie had white spots on her coat.

It was a cold day so Jim put on his warm coat.

They put the fawn on the back of the pony.

Do you think the mother deer will come back?

Big trees grew in the woods.

The children never grew tired of watching Cookie.

Interpreting phrases

Use after page 50. Guide a discussion concerning the meaning of the phrases underlined in the sentences below.

They looked up with their warm brown eyes.

One morning, as Janet ran through the long grass, she had to make a quick stop.

Little by little the fawn lost her white spots.

Fall came, and with it came hunting days.

Winter was long and hard.

They knew her real home was in the deep woods.

APPLICATION OF STUDY SKILLS**Locating additional information**

Use after page 45. Ask the children to bring books pertaining to deer from their homes and the library. Ask them to show pictures and read to the class sections which will add to their information about deer.

Selecting and organizing information

Use after page 50. Have the children look quickly through the story to locate sentences which give information about fawns. Write the sentences on the blackboard. Finally help the children to organize the information into a paragraph, as:

A fawn is a baby deer. It has brown eyes and a red-brown coat with white spots. It can not take care of itself. It needs its mother's care and her milk. Little by little a fawn loses its white spots. When a fawn grows to be a deer, it can take care of itself.

APPRECIATION**Noting changes in mood**

Use after page 50. Guide the children to find in the story the parts where Janet-Jim were happy and the parts where they were unhappy.

Appreciating traits of character

Use after page 50. Discuss with the children the kindness of Janet, Jim, and Mary in caring for the little fawn. Have different children find and read to the class portions of the story which describe ways in which Janet, Jim, and Mary were kind to Cookie. Let the children supplement by telling their own experiences in being kind to animals.

INDEPENDENT WORK:

READ AND DO, pages 15-18.

Each child may illustrate the part of this story he likes best.

Write on the blackboard in two vertical lists the words below. Instruct the children to write the words on their papers, then to draw a line from each word in the first list to a word in the second list which is opposite in meaning.

hard, unhappy, left, sick, young, coming, shut, everywhere
glad, open, old, soft, nowhere, right, well, going

Write on the blackboard the words below. Have the children write them and cross out the word that doesn't belong in each group.

kittens	knees	coat	twelve	pills	garage	lady
fawns	hands	spot	six	shiny	shed	mayor
horses	throat	sweater	unhappy	doctor	key	policeman
calves	twins	hat	four	sick	workshop	fireman

RELATED EXPERIENCES

The children may paint a picture of a mother deer, a buck, and a fawn standing in the woods. Mount and label the best pictures.

Let the children play the game, "Who Is My Mother?" One child says, "I'm a fawn. Who is my mother?" Another child answers, "A deer is your mother." Give the child who is IT a list of baby animals as: *kitten, puppy, calf, colt*. (Tell him any words he doesn't know.) Ask the class to add other names when this list is exhausted.

SUGGESTED STORIES AND POEMS

To be read by the children

"Little Deer's Spots," page 136, *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941.

"Snow, the Baby Calf," page 31, *Making New Friends*, Ginn and Company, Boston, 1940.

To be read to the children

Story: "The Frightened Fawn," by Georgene Faulkner, *The Story Lady's Book*, Small, Maynard and Company, Boston, 1921.

Possum in the Tree

PAGES 51-58

BUILDING BACKGROUND

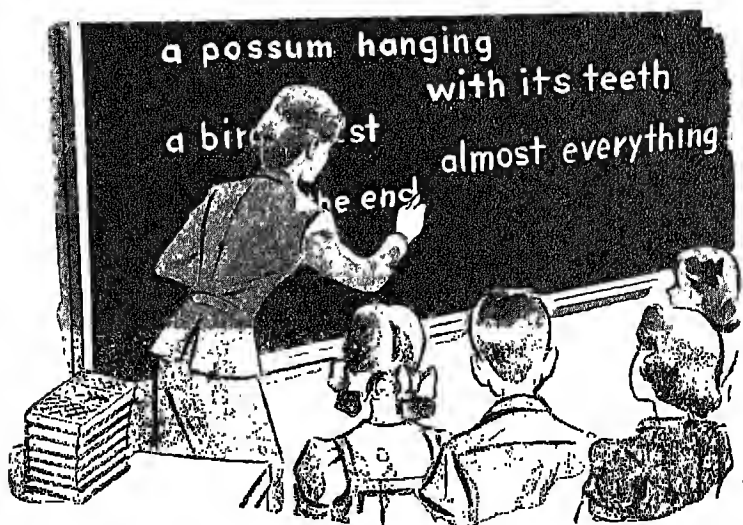
Tell the children that they are going to read about an interesting animal, the *possum*. Explain that the animal's real name is *opossum* but that this name is often shortened to *possum*, without the *o*.

If any children have seen a possum, ask them to describe it and tell anything interesting they have seen it do.

If no one is familiar with possums, explain that the possum is a small animal living in the central, eastern, and southern states of our country. The most common type, the Virginia possum, has soft, yellowish gray fur and black ears and feet. It can grasp and hold things with its feet just as we can with our hands. It can also twine its tail around a branch and hang by its tail. If you hold out a branch cut from a live tree, the possum will sink its teeth into it. Then it can be safely carried by the tail.

Ask the children if they have ever heard the term, "playing possum." Explain what it means and that it originated from the possum's habit of lying perfectly still when enemies are near.

DEVELOPMENTAL READING



Word Development: "Roger and Teddy lived in a part of the country where there were many possums. Roger had seen a *possum hanging* by its tail. He had seen a possum take hold of a live green stick *with its teeth*. He had seen a possum looking into a *bird's nest*." Have the children note that *nest* begins with the sound of *n* as in *no*. (See WORD RECOGNITION.) "He thought he knew *almost everything* about possums. When you read to the *end* of the story, you will find out all that Roger knew and more."

Pages
51-54
possum
almost
nest
hanging
teeth
end

Reading: (51) "Turn to page 51. Here are Roger and his brother, Teddy, in the woods. Find out how they happened to be here. What did Roger pick up on the way?" (52-53) "Look at the picture. Here are the boys sitting under the tree in the dark. Read page 52 and find out what *scared* them. Read the first two paragraphs on page 53 and find out what the possum was doing. Read the rest of the page to find out how Roger started to catch the possum." (54) "What did Roger and Teddy do next?"

Discussion: "Why did the boys go possum hunting so early in the morning?" See also APPLICATION OF STUDY SKILLS.

Word Development: "Once Roger saw a possum in a tree. He said, '*Sh*' and walked quietly but *it was gone* by the time he got there. He saw it *running away* as he walked toward the tree. Another time he caught a possum and *carried it* home by the tail. Roger saw a *kangaroo* once, too. Did you ever see a kangaroo? Do you know how a kangaroo carries her babies? Yes, in a pocket, or *pouch*, in her fur. If we said, 'Kangaroos carry their babies in pouches,' we would add *es* to *pouch* to make the word *pouches*." (See WORD RECOGNITION for development of the *es* variant.) "Do you know how a possum carries her babies? Roger didn't know. Let's read and see if he found out."

Pages
55-58
gone
carried
running
(sh)
pouch
kangaroo

Reading: (55) "How did the boys finally catch the possum? What did they do with it when they got home? Then what did they do?" (56) "What did the children at school say about the possum? Read about the surprise the possum had for the children." (57) "What did the children decide about the way the possum carried her babies?" (58) "What else did the children find out about possums?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story to find all the sentences from which they can gather facts about possums. As they find each sentence, summarize it and write it on the blackboard. The list may be used later in summarizing and organizing information. (See APPLICATION OF STUDY SKILLS.) Suggested sentences are:

Possums go to bed when the sun comes up.
 Possums live in the woods.
 Possums eat eggs from birds' nests.
 A possum can hang by its tail.
 When a possum puts its teeth into a stick, it will not let go.
 When a possum is scared, it keeps very still.
 A possum is a wild animal.
 A possum makes a noise like a sneeze.
 A possum carries her little ones in a pouch.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *n* and *s*

Use after
 page 57.

Visual Discrimination: Write on the blackboard *nest, set, must, near, teeth, noise, sick, seemed, move, nose, six, nuts, possum, men*. Ask different children to find and underline a word that begins with the sound of *n* as in *no*. Repeat for words which begin with the sound of *s* as in *sun*.

Auditory Discrimination: Erase the words and pronounce them, asking the children to clap once when you say a word that begins with the sound of *n*. Ask them to suggest other words that begin with this sound. Repeat with the sound of *s*.

Word Building: Suggested words to use are: *rest (nest); ice (nice); red (Ned); set (net); eat (neat); name (same); went (sent); it (sit); fun (sun)*.

Contextual Application: Suggested sentences to use are:

The possum in the story carried her young
 in the . . . way as a kangaroo.
 name same came

The children thought the possum was a . . . surprise.
 nice mice ice

One boy in school was called . . .
Sled Bed Ned

Reviewing the variants *ed* and *ing*

Write on the blackboard *dress, splash, yellow, watch*. Have the children read each word, add *ed*, and read the new word. (These *ed* variants appear on pages 51-90.) Use after page 54.

Repeat the procedure with *ing* and the following words: *shout, pull, cook, find, dress, hunt, follow, watch*. (These *ing* variants appear on pages 46-72.)

Developing the variant *es*

Visual Discrimination: Write on the blackboard the words *pouches, dishes, glasses, branches, buses, dresses*. Have each word read and the *es* ending underlined. Use after page 58.

Auditory Discrimination: Write on the blackboard the key words, *pouches* and *birds*. Pronounce distinctly *splashes, books, cooks, dresses, boxes, foxes, possums, pouches*. Ask the children to listen carefully to the ending of each word and decide under which key word it belongs.

Contextual Application: Write on the blackboard the sentences below. Ask the children to make a word to write in each blank space by adding *s* or *es* to the word below the sentence. Have the completed sentences read.

Possums and kangaroos have . . . for their young.
pouch

It was dark under the . . . of the tree.
branch

It was quiet in the . . .
wood

There were ten baby . . .
possum

The children put two . . . of water in the cage.
dish

INTERPRETATION OF MEANING

Identifying words of similar meaning

Write on the blackboard *noise, afraid, terrific, watch*. Read to the children the sentences below. After reading each one, repeat the Use after page 56.

underlined word and ask a child to find on the blackboard a word which has the same or nearly the same meaning.

A sound made the boys jump.

The children sat down to look at the possum.

A bird flew by, making a great noise.

"Don't be scared," said Roger.

Interpreting picture details

Use after page 58. Write on the blackboard the questions below. Ask the children to turn to the pages indicated and answer the questions by finding details in the pictures. They may refer to the text if necessary.

- (52-53) Who are the two boys in the picture?
Where are they sitting?
Which one is Roger? How do you know?
Is this a young tree or an old tree? How can you tell?
What do you see in the tree?
How is the possum hanging? What is it doing?
- (54) Which boy is Teddy? What is he doing?
How is Roger holding the stick?
How is the possum holding the stick?
- (58) How many little ones has the possum?
What kind of coat has she?
Do you think a baby possum looks like a mouse? Why?
Of what are the sides of the cage made?

APPLICATION OF STUDY SKILLS

Selecting words for a specific purpose

Use after page 54. Write on the blackboard the words below. Have the children underline the things they would expect to see in the woods.

branch, possum, buses, trees, squirrel, streetcar, catbird,
eggs, nest, deer, mouse, Mayor, parade, ducks, frog,
acorns, fawn, shop, blackboard, buck, flowers, rabbit

Becoming acquainted with an encyclopedia

Use after page 54. Bring an encyclopedia into the classroom if possible. Suggest to the children that you may be able to find some information about

possums. Write on the blackboard the word, *opossum*. "Look at the first letter of *opossum*. Find the volume which has the same letter, *O*, on the shelf-back." Read to the children information about the opossum.

Summarizing and organizing information

Help the children to organize in a few short paragraphs a summary of the information they have gained about possums. For help in recalling details, they may refer to the sentences written on the blackboard during REREADING. The summary may be somewhat as follows:

A possum is a wild animal that lives in the woods. It sometimes makes its home in old trees. It can hang from a branch by its tail.

When a possum is scared, it makes a noise that sounds like a sneeze. Sometimes it keeps very still and will not move. That is called, "playing possum." When it catches something with its teeth, it hangs on for a long time.

A possum likes to eat birds' eggs. It takes the eggs from birds' nests.

A possum has a coat of fur. The mother possum has a pouch. She carries her little ones in the pouch.

APPRECIATION

Appreciating humorous incidents

Ask each child to select the incident he thinks is the funniest in the story. Have several children read their selections. Encourage class discussion of the incidents read.

INDEPENDENT WORK:

READ AND DO, pages 19-21.

Write on the blackboard the sentences and words below. Ask the children to write the sentences, completing each one with a word or phrase chosen from beneath it.

Possums go to bed in the
morning night dork

A possum lives in the
sea sand woods

Use after
page 58.

Use after
page 58.

LEARNING TO READ

A possum eats
 birds' eggs acorns lions
 You can pick up a possum by its
 feet ears tail
 When someone is "playing possum," he
 is still runs away is hurt
 A possum carries her young in
 a pouch her teeth her feet
 A pouch is like a
 pocket cage box
 To talk to one another, possums
 sing sneeze shout

RELATED EXPERIENCES

The children may tell other stories about wild animals which they have read or which someone has told to them.

They may compose and illustrate a short poem titled, "Possum in a Tree."

They may make an illustrated booklet of animals that roam at night, including the bat, opossum, owl, raccoon, and kinkajou.

SUGGESTED STORIES AND POEMS

To be read by the children

"A Pet Show in a Big School," page 178, *Henry and His Friends*, World Book Company, Yonkers, New York, 1939.

"The Little Lamb," page 134, *Friends in Town and Country*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children

Story: "The Story of L'il Hannibal," by Carolyn Sherwin Bailey, *Stories Children Want*, Milton Bradley Company, Springfield, Massachusetts, 1931.

Poem: "Playing Possum," by Lysbeth Boyd Bone, *Poems for Peter*, J. B. Lippincott Company, Philadelphia, 1928.

What the Plow Turned Up

PAGES 59-66

BUILDING BACKGROUND

If the children live in the country, ask them to describe different kinds of plows they have seen, including tractor plows and horse-drawn plows. If they live in the city, show them pictures of plows, including a hand plow pulled by horses or mules and guided by the farmer walking behind. Explain that a plow has a sharp-pointed iron or steel blade (a plowshare). This blade cuts through the ground, turning the soil over as the plow goes along. Explain briefly why farmers plow their fields before they plant their crops.

DEVELOPMENTAL READING

Word Development: "The name of our new story is *What the Plow Turned Up*. It is a story which takes place out in one of *those meadows* where there is a *little brook*. The children in the story belong to the Westfield family. Mrs. Westfield made excellent cookies. *Mmm*, they were good! One of the Westfield children has an unusual first name. He is called *Third*." Have the children note that *Third* begins with the sound of *th* as in *think*. (See WORD RECOGNITION.) "We'll find out why he is called Third when we read the story."

Pages 59-61
plow
those
Third
(Mmm)
meadows
brook

Reading: (59) "Where were the Westfield children going? What were they going to eat? Why was David called Third? What did Bill and his mother say to each other?" (60) "Who were the four Westfields that went on the picnic?" (61) "Where did they eat?"

Discussion: "How many Westfields are in the picture? Can you name each one?" See also INTERPRETATION OF MEANING.

Word Development: "Do you suppose the children's mother put *silver spoons* in their lunch basket? Probably not. They are too valuable. Silver spoons cost a great *many dollars*. The Westfields *owned the land* on the farm where they lived. The children liked to watch Andy, the hired man, plow the fields. Sometimes the plow *struck a stone*. After their picnic, the children took off their *shoes and stockings*. We'll read about what they did next."

Pages 62-66
stockings
struck
silver
dollars
spoons
owned
land

Reading: (62) "Look at the picture. What are the children doing? Read to find out who went first." (63) "The children finished their conver-

sation with Andy. Find out what they said. What happened as they followed Andy?" (64) "How exciting it must have been when the plow turned up the old box! Find out what was in it. What was written inside the box cover?" (65) "Who had owned the money and spoons? What did Andy tell the children to do with the box?" (66) "Did Sue have her ride on Old Gray?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of deciding upon the most important events in the order of their occurrence. Write on the blackboard short sentences describing the events as the children decide upon them.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the speech sounds *th* and *sh*

Use after
page 61.

Visual Discrimination: "We had a new word in this story which began with the sound of *th* as in *think*. It was the name of a boy. What was it? Yes, it was *Third*." Write *Third* on the blackboard as a key word. In a column under *Third* write *think, things, thought, thank*. Have the children read the words and draw a long box around all copies of *th*.

Repeat the procedure with the sound of *sh*. Use *shouting* (page 60) as a key word and add *shiny, she, shell, shelf*.

Auditory Discrimination: Read to the children the words above beginning with *th*. Emphasize the *th* in each word, but do not isolate it. Have different children read the words while the others listen for the sound of *th*. Repeat with words beginning with *sh*.

Suggested words to say for the "Clap Game" are:

For *th*: *thirsty, whisper, third, thumb, ship, thin, thunder, shut, thick*.

For *sh*: *she, see, tip, ship, would, should, same, shame, sled, shed*.

Word Building: Suggested words to use are: *bird (Third); in (thin); sick (thick); tip (ship); but (shut); made (shade); care (share); keep (sheep)*.

Contextual Application: Suggested sentences to use are:

One of the Westfield boys was called . . .

Bird Third Andy

Bill ate a big . . . sandwich.

stick sick thick

When Alice left the house, she . . . the door.

but opened shut

Once when Bill went to the seashore, he saw a big . . .

tip ship plow

Finding smaller words within words

The following parts of known words appear for the first time on pages 12-98: *straw, sun, short, talk, love, glass, hang, own*. Write on the blackboard the known words *strawberries, sunshine, shortcake, talked, loved, glasses, hanging, owned*. Have the children find, underline, and read each smaller word within a larger word. Then write the smaller words by themselves and have the children read them. Use after page 66.

INTERPRETATION OF MEANING

Noting precise meanings of words

Write on the blackboard the words *field* and *meadow*. Explain to the children that some words have several meanings while others have only one meaning. A field, for instance, is a piece of land. There are many types of fields, as: a cornfield, an airfield, a baseball field, a coal field, etc. A meadow, however, is a certain type of field in which the farmer grows grass for hay. Lead the children to conclude that *meadow* has only one meaning while *field* can have several meanings. Use after page 61.

Write on the blackboard the sentences below. Have the children tell you in which sentence *meadow* would be a better word than *field*.

The farmer cuts the grass in his . . . (field or meadow)

The children ran through the . . . of corn. (field)

Repeat the procedure to explain the meaning of *brook* and *stream*. Use these sentences:

A big log floated down the . . . (stream)

The children liked to walk in the . . . (stream or brook)

Improving oral interpretation

Use after
page 66.

Through discussion and demonstration emphasize the value of good diction, rhythm, and inflection in oral reading. Ask each child to select the part of the story he likes best and to read it silently in preparation for reading it to the class. After each oral reading, let the class make suggestions as to how the oral interpretation might have been improved.

Recognizing relationships between characters and their actions

Use after
page 63.

Write on the blackboard the names and incomplete sentences below. Have the children select the correct name to complete each sentence. Then ask them to refer to the story to verify their selections.

David Alice Mother Bill Sue Andy

... let the children ride on the plow horses.

... was Third's real name.

... wanted to ride on Old Gray.

... had made some cookies.

... said he was hungry and wanted to eat.

... had made some sandwiches.

APPLICATION OF STUDY SKILLS**Recalling story details**

Use after
page 66.

Ask the children the questions below. If any answers differ, have the children refer to the story for verification.

How many Westfield children were there? What was Father's first name? What was Grandfather's first name? What was Third's real name? Where did the children go for their picnic? Why did they take off their shoes and stockings? Why did the children like Andy? What was turned up by the plow? What was in the box? Whose name was inside the box? Why did Andy think the Westfields had owned the land for a long time?

APPRECIATION**Comparing stories**

Use after
page 66.

Discuss with the children the topic, "Being a good listener." Tell them that you are going to read them a story similar to the story they have just read. Ask them to listen carefully so that they can tell you afterwards the ways in which the two stories are alike.

Read to the children a well-written selection related to the theme of "What the Plow Turned Up." (See SUGGESTED STORIES AND POEMS.)

INDEPENDENT WORK:

READ AND DO, pages 22-23.

Write on the blackboard the words and sentences below. Ask the children to choose one word to complete each of the first three sentences and then to write the sentences. Have them use the same procedure for the other two groups of sentences. Follow the INDEPENDENT WORK with a discussion of the three meanings of each word.

hard wood top

The . . . came off the box.

Third likes to play with o

The nest was near the . . . of the tree.

The plow struck something

The winter was long and

Plowing is . . . work.

Third come with . . . for the fire.

The little fawn's home was in o deep

The table was made of

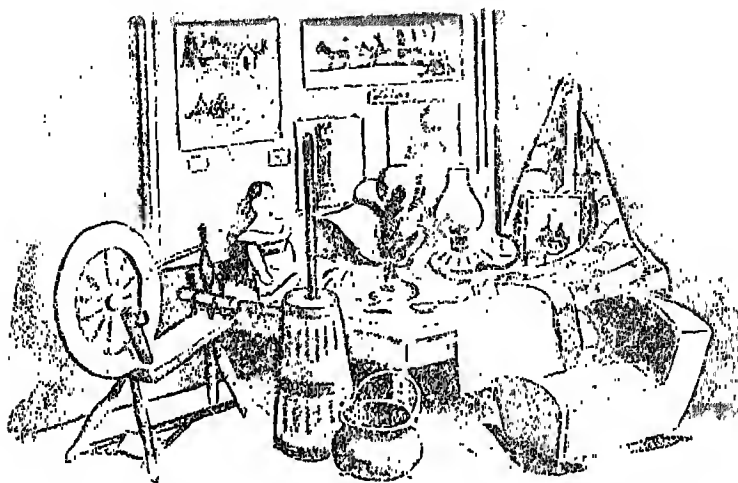
Write on the blackboard the words below. Ask the children to write them and cross out the one that doesn't belong in each group.

meadow	brook	spoons	dishes	
field	sea	shoe	stockings	
posture	silver	stockings	spoon	
street	stream	dress	glass	
cross	stockings	catbird	shout	one
unhappy	knee	streetcar	plow	six
troubled	hond	squirrel	call	ten
glod	eors	possum	talk	brook

RELATED EXPERIENCES

Each child may draw a simple map showing the location of a make-believe buried treasure. Have each one indicate north, east, south, and west on his map.

Arrange an "heirloom exhibit." Ask each child to bring to school something very old that once belonged to his grandparents or great-grandparents. Label each article.



Encourage the children to create a plow song for Andy, as:

Follow along	See the earth fly
(mi mi mi do)	(mi mi mi do)
Singing my song	As I pass by.
(mi mi mi do)	(mi mi mi do)
Follow along with me.	Oh come and plow with me.
(do sol do mi re do)	(do sol do mi re do)

SUGGESTED STORIES AND POEMS

To be read by the children

"A Farm of Long Ago," page 85, *Friends Here and Away*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

"Lost and Found," page 22, *Making New Friends*, Ginn and Company, Boston, 1940.

To be read to the children

Story: "The Plowman Who Found Content," by Carolyn Sherwin Bailey, *Tell Me Another Story*, Milton Bradley Company, Springfield, Massachusetts, 1927.

The Mystery of the Treasure Box

PAGES 67-72

BUILDING BACKGROUND

Post on the bulletin board colorful pictures of early colonial frontier life, including a log house and scenes showing Indians.

Discuss with the children the kind of life the early settlers led. Describe the kind of clothes they wore, making special reference to the silver buckles some men wore on their shoes. Discuss their food, the way they cooked, the way they heated their houses.

Explain that property is sometimes handed down through many generations and that some people still own and live on the land where their great-great-grandparents settled in the early days. If possible, tell about a local family in which this is the case.

DEVELOPMENTAL READING

Word Development: "The name of our new story is *The Mystery of the Treasure Box*. It sounds exciting, doesn't it? We'll find out who loved the treasures in the box. Among the treasures was an old yellowed paper. We'll find out why the paper was important. We'll read about some interesting people in this story, too: some Indians; and a white man of long ago, who wore silver buckles on his shoes. David said, 'Hm, no buckles for me.' "

Pages
67-69
mystery
treasure
loved
buckles
paper
(Hm)
Indians

Reading: (67) "Look at the picture. Here are the four Westfield children. Who do you think the old gentleman is? What is he holding? Read the page and find out what Grandfather is saying." (68) "What things in the box were made of silver? Find out what the old yellowed paper tells." (69) "How did the mystery begin?"

Discussion: "What do you think were some of the things the men went to get?"

Word Development: "In the picture on page 69, Alice's great-great-grandmother is holding an armful of wood. She was probably going to cook some corn meal for David and Polly's dinner. Do you suppose she is the one who hid the strong box and forgot about it? We'll find out as we continue reading the story." Have the children note that *hid* begins with the sound of *h* as in *home*. (See WORD RECOGNITION.)

Pages
70-72
strong
dig
hid
meal
forgot

"Look at the picture on page 70. What is David carrying over his shoulder? Yes, a shovel. Perhaps he is going to dig a hole."

Reading: (70) "Read page 70 to find out how David and Polly happened to have the box and where they were going." (71) "How did Grandmother treat the Indians?" (72) "How did the Indians repay Grandmother? What happened that night? How did Grandfather explain why the box had stayed hidden in the field all these years?"

Discussion: SEE INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread each page in order to select the part which answers a specific question. A child may read orally the part he has selected. Then the class may decide whether or not the part read really answers the question.

Suggested questions are: (67) How had Grandfather heard the story of the Westfield mystery? (68) Why was Grandfather glad to find the old, yellowed paper? (69) What kind of house did Great-great-grandmother live in? (70) Where did David and Polly hide the strong box? (71) What did Grandmother give the Indians to eat? (72) How was the mystery finally solved?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the initial consonants *h* and *k*

Use after
page 72.

Visual and Auditory Discrimination: To review these initial consonants, write on the blackboard the headings, *h* and *k*.

Say, "I'm thinking of a new word in our last story which begins with the sound of *h*. What is it?" When someone mentions *hid*, write it on the blackboard under *h*. Ask the children to suggest other words which begin with the sound of *h*. Write the words in a column under *h*.

In reviewing *k*, say, "I'm thinking of a new word in the story, 'Possum in the Tree,' beginning with the sound of *k*. What is it?" When someone suggests *kangaroo*, write the word under *k*. Have the children extend the list.

Word Building: Suggested words to use are: *did* (*hid*, *kid*); *tired* (*hired*); *find* (*kind*, *hind*); *seen* (*keen*); *pick* (*kick*); *sing* (*king*); *am* (*ham*); *catch* (*hatch*); *eat* (*heat*).

Contextual Application: Suggested sentences to use are:

The children . . . the strong box in a deep hole.
hid kid did

Great-great-grandmother was . . . to the Indians.
find hind kind

Father . . . Andy to work for him.
hired tired fired

Sometimes Great-great-grandmother cooked . . . over the fire.
am ham man

INTERPRETATION OF MEANING

Drawing inferences

Write on the blackboard the two story passages below. Ask the children to read the two passages and find any clue that the spot where the strong box had been buried looked changed. Ask different children to describe what they think had happened during the years to make the change. Use after page 70.

David and Polly took the box and ran to the woods. It was hard work to dig a deep hole. But they hid the box well.

The children followed Andy as he plowed the field. All at once the plow struck something hard. An old box flew out of the ground.

APPLICATION OF STUDY SKILLS

Making a picture map

Have the children draw a picture map which shows the log house, a high hill, a woods, and the place where the strong box was buried. Have them label the house, the hill, and the woods, and make a cross on the spot where they wish to indicate the buried treasure. Use after page 72.

APPRECIATION

Supplementing with personal experiences

Have the children ask their parents or grandparents to tell them a story about some experience of their ancestors. Let each child tell his story to the class. The children may compare each one with the story in the book. Use after page 72.

INDEPENDENT WORK:

READ AND DO, pages 24-26.

Let each child make a list of the names of his ancestors as far back as he knows them. (If a given name has been used more than once, it may be compared with the repetition of *David* in the Westfield family.) Suggest that each one take his list home and ask his father and mother to help him fill in the names of ancestors for two or three generations.

Write on the blackboard the headings, *food* and *clothing*, and the list of words below. Tell the children the word *clothing*. Have them write the headings and then write each word under its appropriate heading.

corn meal, shoes, stockings, cookies, sandwiches, dress,
banana, suit, biscuit, bread, cheese, raincoat, ice cream,
cap, hat, eggs, coat, buckles

RELATED EXPERIENCES

Tell the children part of a mystery story about a hidden treasure. Invite them to suggest different endings.

Let the children sing such songs as, "Playing Indians," by Anne Matheson, page 56, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"A Sod Schoolhouse of Long Ago," page 242, *Under the Roof*, The University Publishing Company, Lincoln, Nebraska, 1941.

"The Little House in the Big Woods," page 215, *Story Book of Nick and Dick*, The Macmillan Company, New York, 1937.

To be read to the children

Story: "A Story about Ancestors," by Dorothy S. Canfield, *Made to Order Stories*, Harcourt Brace and Company, New York, 1925.

The Meadow Mouse Forgot

PAGES 73-81

BUILDING BACKGROUND

Ask the children to discuss experiences in which they have been given good advice and then have gotten into trouble because they didn't remember it. Supplement with an experience of your own.

"We are going to read about a meadow mouse who failed to remember the good advice someone gave him. We'll find out if he got into trouble."

Have the children turn to page 73 and look at the picture in which the meadow mice are scampering about in a meadow. Call attention to their short tails, stumpy little legs, short ears, and brown fur.

DEVELOPMENTAL READING

Word Development: "The name of the meadow mouse in our new story is *Stumpy*. Stumpy had *short legs*. An *owl* and a *toad* are in the story, also. Don't *forget* to watch for them."

Pages
74-76
Stumpy
legs
toad
owl
forget

Reading: (74) "Find out where Stumpy lived. Why was he called Stumpy? Who came along, and what did Stumpy say to him?" (75) "What question did Stumpy ask the toad? How did the toad answer?" (76) "Why was Stumpy afraid of the owl? What advice did the toad give Stumpy?"

Discussion: See INTERPRETATION OF MEANING.

Word Development: "The owl in this story said, '*Too-whoo-oo-oo!*' When he saw an animal he wanted to catch, he *dived down* suddenly. When mice saw the old owl, they *scampered away*. They didn't dare even *squeak*. In the next part of the story Stumpy had an exciting *race*." Have the children note that *a* says its own name in *race*. (See WORD RECOGNITION for development of long and short *a*.) "We'll find out who raced with the mouse and whether or not he won."

Pages
77-81
scampered
(*Too-whoo-oo-oo*)
squeak
race
dived

Reading: (77) "Did Stumpy remember what the owl told him?" (78) "What happened when Stumpy woke up?" (79) "Read about the *race*." (80) "Here is the old owl as he *dived down* to get Stumpy." (81) "Find out if Stumpy was caught."

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION.

LEARNING TO READ

REREADING

Have the story reread for the purpose of planning a dramatization. List the characters on the blackboard as the children come to them. Help the children divide the story into three scenes, suggesting a name for each scene. The story might be divided in this way:

- Scene 1 (pp. 74-76) Stumpy and Old Toad
 Scene 2 (p. 77) Stumpy and the other meadow mice
 Scene 3 (pp. 78-81) Stumpy and the great owl

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing vowels

Use after
page 79.

Tell the children that some of the letters in the alphabet are called vowels. Write on the blackboard the heading, *vowels*. Under it write *a, e, i, o, u*, and *sometimes y*.

Have the children read the word, *vowels*, and read the letters. Erase the letters and see if they can name the vowels from memory.

Developing long and short *a*

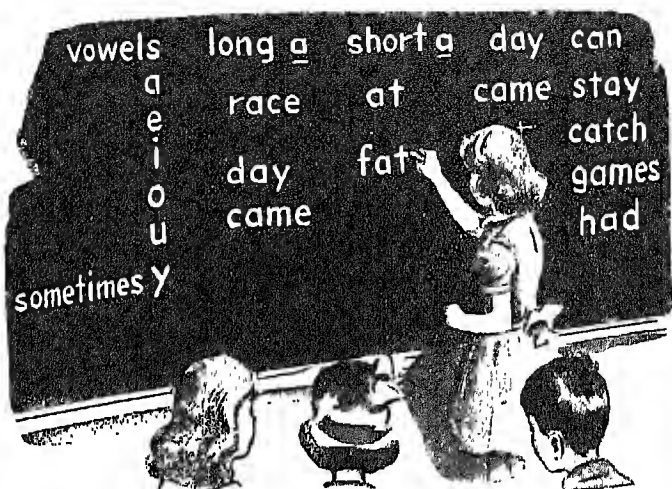
Use after
page 79.

Visual and Auditory Discrimination: Tell the children that sometimes *a* says its own name, as in *race*. Write *race* on the blackboard. Pronounce the word and ask the children to listen to the sound of *a*. Then ask them to clap once for each word in which they can hear a *a* say its own name. Pronounce *can, ate, call, cake, cat, take, an, had, same, hay*.

Explain that sometimes *a* does not say its own name but sounds like the *a* in *at*. Write *at* on the blackboard. Play the "Clap Game" with the words suggested above for the sound of *a* as in *at*.

Next develop the terms *long a* and *short a*. Explain that when *a* says its own name, as in *race*, it is called long *a*; and when it sounds as it does in *at*, it is called short *a*. Write *long a* on the blackboard above *race* and *short a* above *at*.

Write on the blackboard this list of words from the story the children have just read: *day, came, fat, gave, can, stay, catch, games, had*. Ask a child to find a word with long *a* in it and write the word under the heading, *long a*. Call upon other children until each word has been placed under the appropriate heading.



Word Building: Suggested words to use are:

For long a: *like (lake), time (tame), some (same), key (Kay).*

For short a: *tip (tap), pick (pack), him (ham).*

Contextual Application: Suggested sentences to use are:

There was a lake in the woods.

Stumpy and the owl got to Stumpy's home at the same time.

Alice helped her mother pack the sandwiches in a basket.

Using context clues

Write on the blackboard the sentences and words below. Have the children read each sentence, decide which of the words is necessary to complete it, and then write the word in the appropriate space. Use after page 81.

Stumpy liked to talk with the old brown
road toad tired

Stumpy scampered along on his four short
legs lets logs

The owl heard the . . . Stumpy made.
seek squeak sell

Stumpy and the owl had an exciting
rest rain race

Stumpy dived into the doorway of his
home hunt hen

INTERPRETATION OF MEANING

Making comparisons

Use after page 76. Have the children tell how the following animals are alike: an owl and a possum (They sleep in the daytime.); a possum and a kangaroo (They have pouches.); an owl and a widgeon (They have feathers.) a toad and a rabbit (They hop.).

APPLICATION OF STUDY SKILLS

Checking retention of story details

Use after page 81. Ask the children to answer from memory the questions below. Have them verify their answers by referring to their books.

What animals did you read about in this story?
 What bird did you read about in this story?
 What animals did you read about in "White Sunshine"?
 What animals did you read about in "Possum in the Tree"?
 What bird did you read about in "Possum in the Tree"?

Using the table of contents

Use after page 81. Have the children find in the table of contents the section, "*From Field and Woodland*." Ask, "Which of these stories tell us about something that happened in the woods? Which stories tell us about something that happened in the fields? Why do you think '*From Field and Woodland*' is a good title for this section of the book?"

APPRECIATION

Appreciating descriptive phrases

Use after page 78. Write on the blackboard the phrases below. Tell the children that some words help them to see vivid pictures. Ask them to read each phrase and tell you which word or words help to make the picture more vivid. Draw a line under each word suggested.

a fat brown toad	merry meadow games
stumpy little legs	an unhappy squeak
beautiful summer day	an exciting race
big round eyes, all shiny in the dark	

Dramatizing the story

Use after page 81. The children may dramatize the story according to plans made during REREADING. They may use masks made during a separate period. (See RELATED EXPERIENCES.)

INDEPENDENT WORK:

READ AND DO, pages 27-30.

Write on the blackboard the headings, *long a* and *short a*, and the words below. Ask the children to write the headings and then write each word under the appropriate heading.

Andy, lady, made, flat, pan, sand, ways, fat, hat, play,
cage, black, ate, ran, came, say, am, as, glad, race

Write on the blackboard the riddles below. Ask the children to write each riddle and draw a picture to illustrate the answer to each one.

In the meadow grass	He goes hop, hop, hop
He likes to play.	Along the ground.
When the big owl comes,	He is very old.
He scampers away.	He is fat and round.
He hunts by night	
And sleeps by day.	
He eats little mice	
If they don't run away.	

RELATED EXPERIENCES

Let the children draw, color, and cut out masks to represent the faces of the toad, the meadow mouse, and the owl. Holes may be cut for the eyes and nose, and strings attached at the sides.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Mouse," page 84, *Farm and City*, D. C. Heath and Company, Boston, 1944.

"Tim Chick Sees the World," page 26, *The Story Road*, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Story: "The Mouse that Wanted to Get to London," by Rose Fyleman, *Forty Good Morning Tales*, The Children's Book Club, Inc., New York, 1929.

Along the Winding River

ILLUSTRATION: PAGES 82-83

BUILDING BACKGROUND FOR THE SECTION

Ask the children to turn to the table of contents and find the title of the third group of stories, *Along the Winding River*. Read the title, and let them discuss what it tells them about the stories in this section.

Ask different children to describe rivers they have seen. If the children live in a section of the country where there are no large rivers, show them a map and let them follow the winding course of a large river.

Following this discussion have the children look at the picture on the title page of the book. Ask them to note how the river winds through a valley between the hills. Call their attention to the bridge and to the town on the other side of the river.

"Now turn to the picture on pages 82 and 83. Here is the river about which we will read in two of the stories in our new group. It is a wider river than the one pictured on the title page, but it is winding through a valley." Have the children find the bridge, the island, and the boat. Tell them that many river boats are propelled by paddle wheels which turn over and over in the water. Ask the children to find the paddle wheel on the boat in the picture.

"The children in this picture are Judy and Jimmie, and the dog is their pet, Wags. They live near this big river. We will read about many interesting experiences of Judy and Jimmie and Wags.

Wags, Go Home

PAGES 84-91

BUILDING BACKGROUND

Ask the children if they have ever seen water-front celebrations on a river, a lake, or by the sea. Discuss lights, music, costumes, parades, and dances. Take advantage of opportunities to use the words *carnival* and *colored lanterns*.

"In our new story Jimmie and Judy went to a water carnival. They wore costumes of children in other countries. We'll find out if Wags went to the carnival, too."

DEVELOPMENTAL READING

Word Development: "You already know that this story is about Judy and Jimmie and Wags." Have the children note that *Wags* begins with the sound of *w* as in *went*. (See WORD RECOGNITION.) "You also know that the children live in a part of the *country* where there is a river. The children like to watch the boats on *the river*. At night the boats are *lighted*." Have the children note the sound of *ed* at the end of *lighted*. (See WORD RECOGNITION.) "Sometimes the boats have lights of *many colors*." (*Carnival* was introduced while building background.)

Pages
84-86
Wags
carnival
river
colors
country
lighted

Reading: (84) "Did Wags want to go with the children? Did the children take him with them?" (85) "The children saw something beautiful on the way to the carnival. What was it? Why didn't they stop to look at the sunset? How were the other people who were to be in the carnival dressed?" (86) "Why did Judy and Jimmie wear costumes? Would they like to dress like this all the time? What did they see when they reached the river?"

Discussion: "What was the name of Judy and Jimmie's boat?" See also APPLICATION OF STUDY SKILLS and APPRECIATION.

Word Development: "The children who were in the carnival rode on *barges*. A barge is a large boat which usually has a flat bottom. The children noticed that *each barge* had a *paddle wheel*." Have the children note that *wheel* begins with the sound of *wh* as in *when*. (See WORD RECOGNITION.) "There were many *colored lanterns* on the boats. Someone was *nailing up* the lanterns *with a hammer*. All of the children were excited about the carnival. Even the dogs across the river *barked* when they saw the lights and heard the noise."

Pages
87-91
barges
each
wheel
nailing
lanterns
hammer
barked

Reading: (87) "Read about the barges in the carnival. What did the children do? Who else was there?" (88) "What was Mr. Long doing? How did Jimmie help? What did Judy see?" (89) "In what danger was the dog? What was done to rescue him?" (90) "Did they save the dog? Whose dog was it? What did Mr. Long suggest doing with him?" (91) "What explanation did Judy give as to why Wags was in the river? Who thanked Mr. Long?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

LEARNING TO READ

REREADING

The children may reread the story for the purpose of finding the most important paragraph on each page. Have the entire class read each page silently. Then call on a child to read orally the paragraph he has selected. The class should discuss each child's choice.

Finally ask the children to decide which paragraph selected is the most important one in the entire story.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *w* and *r*

Use after
page 86.

Visual Discrimination: Children who need additional work with the initial consonants *w* and *r* should be given such practice at this point. Write *Wags* on the blackboard as the key word for *w*, and *river* as the key word for *r*. Then write the words listed below. Have the children find, read, and underline in each line the words beginning with the consonant indicated.

For *w*: *Wags, river, well, colors, watch, each, wild, wire, washing, country, west, wing.*

For *r*: *river, lighted, run, ring, colors, room, roof, road, lights, wing, right, tip.*

Auditory Discrimination: Pronounce words beginning with *w*, as: *Wags, west, winter*. Ask the children to supply additional words beginning with this sound. If a child names a word which does not begin with *w*, ask him to listen carefully as you say *Wags* and decide if the word he mentions begins with the same sound.

Use the same procedure in reviewing the consonant *r*. Words to pronounce in starting the list are: *race, ride, rug.*

Word Building: Suggested words to use are: *flags (Wags, rags); fire (wire); seek (week); call (wall); found (wound, round); each (reach); need (weed, read); take (rake, wake); snow (row); big (wig); in (win); shore (wore).*

Contextual Application: Suggested sentences to use are:

The dog was called

Flags Wags Rags

Mr. Long could not . . . Wags from the boat.
each reach

The boats followed one another in a . . .
snow row know

There was a . . . fence around the park.
fire wire

Reviewing the variant *ed*, *e* sounded

Visual Discrimination: Write in a column on the blackboard *lighted*, *handed*, *wanted*. Ask a child to read the first word, and then to underline and read the smaller word within the word. Repeat with the other words. Use after page 90.

Auditory Discrimination: Pronounce the above words distinctly. Ask the children to listen to the sound of *ed* in each one, reminding them that it sounds like the boy's name, *Ed*. Have different children pronounce the words while the others listen for the *ed* sound.

Word Building: Write on the blackboard *light*, *hand*, *hunt*, *need*, *float*, *post*, *mend*, *shout*. Have a child read the first word, add *ed*, and read the new word. Repeat with the other words.

Contextual Application: Suggested sentences to use are:

The children could see the . . . boats.
light lighted

Wags . . . for the children.
hunt hunted

Jimmie . . . to Mr. Long.
shouted shout

The men . . . the dog to Jimmie.
hand handed

The canoes . . . along the river.
float floated

Reviewing the speech sounds *wh* and *ch*

"Can you think of a new word in this story which begins with the sound of *wh* as in *when*? Yes, *wheel* is the word." Write *wheel* on the blackboard. Add other words beginning with *wh* as the children suggest them. Use after page 91.

"Can you think of a word in the story that begins with *ch*? Yes, *children*." Repeat the procedure used with *wh*.

Write on the blackboard the sentences below. Have the children read them and supply orally the missing word in each sentence, guided in each case by the first two letters written in the blank space. Write the complete word in the space as the children decide upon it.

The paddle wh . . . turned round and round. (wheel)

Wags knew that the children would never hurt him with a wh . . . (whip)

Jimmie called Wags with a wh . . . (whistle)

Jimmie and Judy lived in a house with a tall red ch . . . (chimney)

Jimmie and Judy went by the village ch . . . (church)

When Judy's mother was a ch . . ., she lived in another country. (child)

INTERPRETATION OF MEANING

Interpreting phrases in terms of a specific locale

Use after page 88. Write on the blackboard the phrases below. Ask the children to read the phrases and tell you which scenes or actions they would expect to find on a water front if they had not read the story.

a water carnival	barges with paddle wheels	a boat parade
a sunset	dresses from other lands	a dance
a river park	lantern lights on the water	flat barges

Sensing cause-and-effect relationships

Use after page 88. Write on the blackboard the sentences and phrases below. Have the children read each sentence and choose the correct ending. (Tell them the word *because*.)

Wags wanted to go to the river because
 Judy and Jim were going.
 he was a bad dog.
 he wanted to run away.

The children did not want Wags to go because
 they did not like Wags.
 Wags was a bad dog.
 they were going to the water carnival.

There were colors in the water because
 it was colored water.
 the sun was going down.
 colored flowers were in the water.

The children were excited because
 they were going away.
 they were going to dance.
 they were playing a game.

The children could see the dog in the river because
 Mr. Long told them to look.
 they knew the dog was there.
 the lanterns were lighted.

Improving oral interpretation

Discuss with the children the meaning of the various punctuation marks used in this story. Demonstrate how these marks can be helpful in improving oral interpretation. Have different children read selections from the text. Let the class evaluate the oral interpretation. Use after page 91.

APPLICATION OF STUDY SKILLS

Locating additional information

Place on the library table books about children in other lands. Ask the children to find pictures of children wearing dresses and suits of other lands, show them to the class, and try to tell the names of the "other lands" represented. Use after page 86.

Following directions

Write on the blackboard the paragraph below. Ask the children to follow the directions. (Tell them the word *draw*.) Use after page 91.

Draw a barge on a river. Put colored lanterns on the barge. Draw Judy and Jimmy standing on the barge. Have them dressed in a dress and suit from another land. Draw Wags in the river.

APPRECIATION

Telling personal experiences related to story incidents

If there are children in the class whose parents have come from other countries, ask them if they can tell about carnivals or other festivities of this type which their parents used to attend. Use after page 86.

INDEPENDENT WORK:

READ AND DO, pages 31-35.

Have the children draw a picture, following directions as stated under APPLICATION OF STUDY SKILLS.

Write on the blackboard the sentences below. Ask the children to write the sentences in the order in which the events happened.

Mr. Long dived into the water.
 Jimmie got a hammer.
 Jimmie helped nail up the lanterns.
 Wags looked up and barked.
 Judy saw a dog in the water.

RELATED EXPERIENCES

The children may start a large class scrapbook titled "Children from Other Lands." Have them cut from magazines colored pictures of children from different countries. Mount the best pictures in the scrapbook and label each one with the name of the country it represents.

Let the children paint sunset pictures. Discuss the variety and blending of colors in a sunset.

Suggest that the children take part in a simple folk dance, such as: "Did You Ever See a Lassie?" page 343, *Games* (Revised Edition), by Jessie H. Bancroft, The Macmillan Company, New York, 1937.

Conduct a music appreciation lesson, using Paul Robeson's recording of "Ol' Man River," Columbia Record Number 55004.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Fiddling Bee," page 107, *Friendly Village*, Row, Peterson and Company, Evanston, Illinois, 1941.

"The Picnic," page 152, *Friends in Town and Country*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children

Story: "Little Fatty Tugboat," by Lucy Sprague Mitchell, *Another Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1937.

Not Lonesome Any More

PAGES 92-99

BUILDING BACKGROUND

Guide the children in a discussion of experiences they may have had in painting or drawing outdoor scenes.

"In our new story we will read more about Judy and Jimmie Brown. Their teacher, Mrs. Merryman, took the children out by the river to paint. Something interesting happened while they were painting.

"Before we read about the painting experience, we will read about a new girl named Katie who came to live in the town where Judy and Jimmie lived. Katie didn't know Judy and Jimmie, of course, nor any other children in town. She was very lonesome. Have you ever moved to a new place and been lonesome until you became acquainted?" Let the children tell briefly their experiences.

DEVELOPMENTAL READING

Word Development: "When Katie first came to live with her Aunt Lou, she was very *lonesome*. *Something else* made her unhappy, too. She had nothing to do *except to help* Aunt Lou, who made her living by *washing clothes*. Katie helped her with the *clean clothes*." Have the children note that *clean* and *clothes* both begin with the sound of *cl* as in *clam*. (See WORD RECOGNITION.) "One morning Katie saw *some cherry trees*. Then interesting things began to happen."

Pages
92-94
lonesome
except
washing
clean
clothes
else
cherry

Reading: (92-93) "Look at the picture. Can you name all of the people in the picture? Can you name the dog? What is in the basket? Where do you think Aunt Lou and Katie are going?" Read page 92 and find out where Katie used to live. Did she like living in the North? Read page 93 and find out how Katie happened to meet Judy and Jimmie Brown." (94) "How did Katie come to know Judy and Jimmie better? What else made Katie unhappy, besides being lonesome? What did Katie see as she walked along?"

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION.

Word Development: "Katie found *herself* in a town much like her old home. There was *blue sky*; rich, black *dirt* for the trees to grow in; and a *bridge* like one near her home in the South. Do you suppose she saw any scenes which she might like to *paint*?"

Pages
95-97
sky
herself

dirt
bridge
paint

Reading: (95) "What two things did Katie see which helped to make her happy again? Then what happened?" (96) "Did Katie catch the paper? Whose paper was it? What was on it?" (97) "How did Judy happen to be out by the river? What had Jimmie painted?"

Discussion: See INTERPRETATION OF MEANING.

Pages
98-99
brush
use
try

Word Development: "Katie wanted to try to paint a picture. But she had no brush. Also she had no paints to use. Do you suppose she was able to borrow these things?"

Reading: (98) "What did Judy do for Katie? Then what did Katie do? Who watched? Where did Katie see the scene she painted?" (99) "What did Katie paint? What did Mrs. Merryman say to Katie? Was Katie lonesome any more?"

Discussion: See APPLICATION OF STUDY SKILLS AND APPRECIATION.

REREADING

The children may reread each page in order to select the part which answers a specific question. Ask a child to read orally the part he selects. The class may discuss whether or not the part selected answers the question accurately and completely.

Suggested questions are: (92) How did Katie feel about living in the North? (93) How did Aunt Lou carry the clean clothes? (94) How did Katie feel about going to a new school? (95) What happened to the piece of paper? (96) What had Judy painted? (97) What had Jimmie painted? (98-99) What did Katie paint? (99) What did Katie think the cherry trees had been trying to tell her?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the variants *ed* and *ing*

Use after page 94. Write on the blackboard *color, watch, paper, wash, clean, answer, wish, look, call, open*. Have the children read each word, add *ed*, and read the new word. (These *ed* variants appear on pages 86-131.)

Repeat the procedure with these *ing* variants which appear on the same pages: *barking, opening, turning, willing, hearing, wanting, dressing, watching, calling, thinking*. Add *plowing* for review.

Developing the consonant blends *cl*, *bl*

Visual Discrimination (cl): "Two of the new words which we read on page 93 began with the sound of *cl* as in *clam*. Do you remember what they were? Yes, *clean* and *clothes*." Write *clean* on the blackboard as a key word. Use after page 97.

In a column under *clean* write *clothes*, *clown*, *climb*, *clam*. Have the children read the words and underline *cl* in each one.

Auditory Discrimination (cl): "Clap for each word that begins with the sound of *cl*." Say these words: *clap*, *clever*, *bridge*, *chimney*, *cleaner*, *treasure*, *click*.

Visual Discrimination (bl): "Another word in our story begins with the sound of *bl* as in *blow*. It is the color of the sky. What is it? Yes, *blue*." Repeat the procedure used with *cl*. Add *black*, *blew*, *Blackie*.

Auditory Discrimination (bl): Suggested words to say are: *black*, *green*, *fly*, *blaze*, *blank*, *clean*, *blend*, *cried*, *blossom*.

Word Building: Suggested words to use are:

For *cl*: *nose (close)*; *never (clever)*; *cap (clap)*; *loud (cloud)*; *over (clover)*.

For *bl*: *blink (blink)*; *name (blame)*; *slow (blow)*; *find (blind)*; *room (bloom)*; *not (blot)*.

Contextual Application: Suggested words to use are:

There was not a . . . in the sky.
loud could cloud

The wind began to . . .
blow brown slow

There was some white . . . in the grass near the river.
color clover over

Cherry trees are beautiful when they are in . . .
room bloom balloon ;

Recognizing compound words

The important compound words in *Section III* are: *sunset*, *lonesome*, *herself*, *Merryman*, *cannot*, *underside*, *postman*, *anything*, *everything*. Use after page 97.

Write these words on the blackboard. Have the children underline and read the two words in each compound word. Then have them read each compound word as a whole.

Print the words on cards as described on page 40. Have the children play the card game, reviewing old compound words as well as the ones above.

INTERPRETATION OF MEANING

Discriminating between true and false statements

Use after page 95. Write on the blackboard the sentences below. Ask the children to read each statement and decide whether or not it is true. Have them write *Yes* after each correct statement and *No* after each incorrect one.

Katie pulled a little blue wagon.
 It was raining when Katie saw the cherry trees.
 Katie was lonesome.
 She had no one to play with except her Aunt Lou.
 Aunt Lou did washing for other people.
 Katie liked to take the clean clothes back.
 Katie gave Mrs. Brown some ice cream.
 The cherry trees were pink with flowers.
 The wind blew the paper.
 A little cat ran after the paper.

Detecting irrelevant words

Use after page 97. Write on the blackboard the words below. Ask the children to read them and tell which word does not belong in each column.

lonesome	cherry	barking	brook	meadow	boat
unhappy	apple	shouting	river	dirt	wagon
tired	corn	painting	lake	field	barge
glad	banana	laughing	stream	pasture	canoe

APPLICATION OF STUDY SKILLS

Using maps

Use after page 92. Write on the blackboard the paragraph below.

Katie had left her friends in the South to live with Aunt Lou. She liked it here in the North, but she wished she knew some boys and girls.

Discuss with the children the meaning of *North* and *South* as used in this paragraph. Show them a map of the United States and indicate where each section of the country is located. Help them to decide whether they live in the North or in the South.

Selecting incidents for a specific purpose

Write on the blackboard the sentences below. Ask the children which sentences tell why Katie felt lonesome or unhappy, and which ones tell why she felt happy. Use after page 99.

Katie had left her friends in the South.

Katie helped Aunt Lou pull the little red wagon.

Katie had no one to play with except Aunt Lou.

Mrs. Brown asked Katie to have some ice cream.

When Katie took the clothes to the Brown's, the children were not at home.

Katie looked up at the sky and saw how blue it was.

Soon Katie would go to school, and there would be no one she knew.

Mrs. Merryman said Katie's picture was beautiful.

APPRECIATION**Appreciating the work of other people**

Let the children discuss the workers who help other people to be neat and clean. Ask questions such as: "Why did Katie like to take the clean clothes back to people? Can you think of anyone in our neighborhood who helps us to keep neat and clean?" Use after page 99.

Such helpers as the following may be discussed: the laundryman, dry cleaner, shoemaker, shoe shiner, barber.

Noting descriptive phrases

Have the children look quickly through the story to find phrases that suggest beautiful pictures. Write the phrases on the blackboard as the children come to them. Then let them decide through class discussion which phrase they like best. Help them to reword the phrase so it may be used as the title or theme of a short poem. (See RELATED EXPERIENCES.) Use after page 99.

INDEPENDENT WORK:

READ AND DO, pages 36-37.

Ask the children to imagine that they are with the group of children painting by the river. Have each one paint or draw a picture of the scene he might see. Later have the group evaluate the pictures.

Write on the blackboard the sentences below. Ask the children to write them and to underline one word in each pair of sentences which is used in two different meanings. Follow with class discussion.

Katie went to get the washing for Aunt Lou.
Sometimes Katie helped by washing the dishes.

Katie was scared when she thought about the new children.
The little girl had a new dress.

The wind blew a piece of paper near the river.
Father sat down to read the morning paper.

Judy put her brush in a glass of water.
The river was as shiny as a piece of glass.

RELATED EXPERIENCES

Take the children out-of-doors to paint interesting scenes.

Encourage them to compose individual or group poems as suggested under APPRECIATION.

Guide a discussion of ways in which the children could be kind to a new child and make him feel at home in their school group.

SUGGESTED STORIES AND POEMS

To be read by the children

"Tom and Susan Help," page 30 and "New Friends" page 92, *Peter's Family*, Scott, Foresman and Company, Chicago, 1942.

"Going to the City," page 30, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Poem: "Little Girl Next Door," by Mildred Bowers, *Two Hundred Best Poems for Boys and Girls*, compiled by Marjorie Barrows, Grosset and Dunlap, New York, 1938.

When You Make a Wish

PAGES 100-109

BUILDING BACKGROUND

Ask the children to tell of their experiences in throwing flat stones over the water in such a way that they "hop."

Then guide a discussion about things that will float in the water. Ask the children what they think would happen if they put an empty bottle in water. Lead them to conclude that the bottle would float if they put a tight cork into the mouth of the bottle. Point out that if a tightly corked bottle were thrown into a river, it would float down the stream.

DEVELOPMENTAL READING

Word Development: "This story is about two children named *Ned and Ann*. They were both about *eight years old*. Ann was a *dear little girl*." Have the children note that *dear* begins with the sound of *d* as in *dark*. (See WORD RECOGNITION.) "Ann could read and *write* very well. Ned enjoyed *throwing flat stones* over the water. Sometimes he made little boats *out of cork* and floated them near the shore of the river."

Pages 100-102
Ned
throwing
write
cork
dear
eight

Reading: (100-101) "Look at the picture." Have the children identify Ned, Ann, the river, the bridge, the barges, and the river steamer. "What do you think the children are doing? Read page 100 and find out if you are right. What else did the children enjoy doing? Read the first paragraph on page 101 and find out why they stopped throwing stones. What was Ned's suggestion?" (102) "How did they get ready to send the message? What did Ann write in the letter?"

Discussion: See INTERPRETATION OF MEANING AND APPLICATION OF STUDY SKILLS.

Word Development: "Ann could not throw stones *as far as* Ned." (Have the children note that *far* begins with the sound of *f* as in *fast*. (See WORD RECOGNITION.) "He was *much better* at throwing stones than Ann. But Ann was *patient*. She thought it *would be fine* to learn how to make stones hop over the water." Have the children note that the *i* in *fine* says its own name. (See WORD RECOGNITION for development of long and short *i*.) "We'll find out *how many miles* down the river Ned and Ann's bottle floated."

Pages 103-109
far
patient
fine
miles
better

Reading: (103) "How did Ned and Ann send their letter?" (104) "What did Ned and Ann say about an answer to their letter? Find out about Ned's birthday wish." (105) "Look at the picture. The postman is coming. Read and find out if he had a letter for Ned and Ann." (106) "Did a letter finally come? What did it say? How far had the bottle floated?" (107) "What did the children do after reading Dickie's letter? How did they plan to find out more about Dickie?" (108) "Who is the man in the picture? Find out what Uncle Will is saying." (109) "Did the children want to go with Uncle Will? What did Uncle Will say about taking them?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Write on the blackboard the questions below. Ask the children to read the first question, then to reread the story silently until they find the answer. Have a child read the answer orally. Let the class decide whether or not the question has been answered adequately. Repeat the procedure for the other questions.

Where did Ann and Ned live?
 Who told Ned about putting a letter in a bottle?
 How old was Ann?
 Where did Ned throw the bottle?
 Why did Ned think he and Ann would have to be patient?
 Why was Ann disappointed?
 How far away did Dickie live?
 What was Uncle Will?
 What wish did Ned make?
 How long did the children have to wait for their ride?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *d*, *h*, and *f*

Use after page 104. *Visual and Auditory Discrimination:* "Do you remember a new word in this story which begins with the sound of *d* as in *dark*? Yes, *dear*."

Do you remember a new word which begins with the sound of *f* as in *fast*? Yes, *far*. Another word we read begins with the sound of *h* as in *house*. It tells how Ned's stone went across the water. Yes, *hopped*." Write on the blackboard as headings: *dear, far, hopped*.

Pronounce *fine, handed, hard, did, hunt, fits, deer, fawns, dollars, dig, hid, dived, hammer, for*. Have the children indicate when you say a word that begins with *d* as in *dear*. Repeat for words that begin with *h* as in *hopped*; *f* as in *far*.

Write the words above on the blackboard. Have the children organize them under the key words, *dear, hopped, far* and extend each list with as many additional words as they can name.

Word Building: Suggested words to use are: *ear (dear, hear, fear); pine (dine, fine); on (Don); tired (hired, fired); car (far); mile (file); Ned (fed)*.



Contextual Application: Suggested sentences to use are:

Ned was throwing stones . . . out on the river.
car far hard

"That will be a . . . present," said Ann.
fine dine pine

Sometimes Uncle Will . . . a man to help him.
tired fired hired

Did you . . . the postman ring? I know a boy called . . .
 fear dear hear On Wags Don

Developing long i

Use after *Visual Discrimination:* Write in a column on the blackboard *fine*,
 page 109. *miles, write, sign, wire.* Have the children underline the *i* in each word.

Auditory Discrimination: Ask the children to listen for the sound of *i* as you pronounce the words above distinctly. Emphasize but do not isolate the *i*. Explain that in these words the *i* sounds like the name of the letter itself and is called long *i*.

Developing short i

Use after *Visual Discrimination:* Write in a column on the blackboard *hid*,
 page 109. *dig, fits, sick.* Have the children underline the *i* in each word.

Auditory Discrimination: Pronounce the words. Ask the children if the *i* sounds the same in this list of words as in the other list. Tell them that when *i* sounds as it does in *hid*, it is called short *i*.

Pronounce the words *wild, tried, six, pills, hill, think, ice, nice, climb, pick.* Have the children determine to which of the columns already on the blackboard each word should be added.

Word Building: Suggested words to use are:

For long *i*: *were (wire); wrote (write); here (hire); drove (drive); hand (hind); have (hive); mend (mind).*

For short *i*: *fat (fit); shop (ship); top (tip); hat (hit); sat (sit); hall (hill).*

Contextual Application: Write on the blackboard the sentences below. Have the children choose a word with long *i* to complete the second sentence in each of the first two pairs and a word with short *i* to complete the second sentence in each of the last two pairs.

Ann had a bird. It was in a . . . cage.
 were wire with

Uncle Will had no one to help him. He tried to . . . a man.
 hire her hill

Ned liked boats. He wanted to be captain of a big . . .
 shop fire ship

Ann said, "Throw a stone at the post. See who can . . . it."
 hit wild hat

INTERPRETATION OF MEANING

Recognizing homonyms

Write on the blackboard the sentences below. Ask the children to read the first pair of sentences and find two words which sound the same but are spelled differently. Discuss the meaning of each word. Repeat with the other pairs of sentences. Finally have the children suggest sentences using *write, right; eight, ate; dear, deer*. Use after page 102.

Ned said, "We can write a letter and put it in a bottle."
The children sat right down and wrote a letter.

Ann was almost eight years old.
The children ate their sandwiches near the river.

Ann wrote, "Dear friend."
Ned saw a deer in the woods.

Discriminating between true and false statements

Write on the blackboard the sentences below. Ask the children to read each statement and decide whether or not the statement is true. If any variation of opinion arises, have the children refer to their books. Use after page 109.

Ann and Ned lived in a city near a big river.
Ann's stones would not hop on the water.
A bottle that has a good cork in it will not float.
Ann and Ned lived on Fall Island in Pine River.
The bottle floated up the river.
Ann did not like being patient.
Fall City was one hundred miles from the island where Ann and Ned lived.
Dickie wrote three letters to Ann and Ned.
Uncle Will was captain of a little barge.

APPLICATION OF STUDY SKILLS

Following directions

Write on the blackboard the paragraph below. Ask the children to read and follow the directions. Use after page 109.

What would you like to do better than anything else in the world? Draw a picture that will tell us your answer.

Making use of books brought from home and library

Use after
page 102. Ask the children to find at home or in the public library books pertaining to life along a river. They may share these books by placing them on the library table.

APPRECIATION**Noting traits of character**

Use after
page 109. Have the children find the parts of the story which show that Ned was more patient than Ann. Let them discuss how they would have felt under similar circumstances.

INDEPENDENT WORK:

READ AND DO, pages 38-42.

The children may make a painting or drawing as indicated under APPLICATION OF STUDY SKILLS.

Write on the blackboard the words and sentences below. Ask the children to write the sentences on their papers, supplying the right name at the beginning of each sentence.

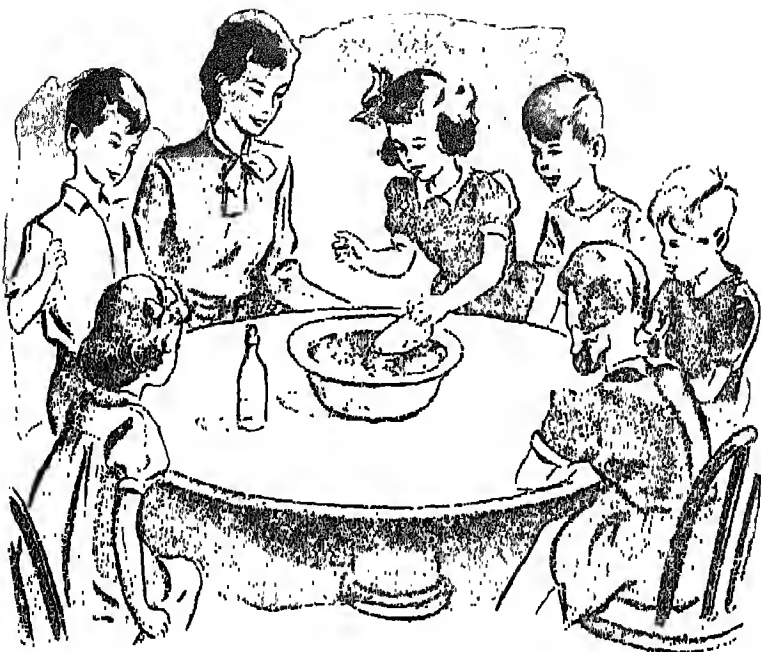
Ann Ned Dickie Uncle Will

- ... lived on Pine Island near Ned's home. (Ann)
- ... lived in Fall City. (Dickie)
- ... was captain of a river boat. (Uncle Will)
- ... wrote the letter that Dickie found. (Ann)
- ... threw the bottle into the river. (Ned)
- ... was Ned's uncle. (Uncle Will)
- ... found the bottle with the letter. (Dickie)

RELATED EXPERIENCES

The children may compose a letter to some unknown child. If the school is near a river or stream, let them put the letter in a bottle, seal the bottle with a cork, and throw it into the stream.

Conduct the following experiment: Place a pan of water, two small bottles, and a cork on a low table. Let the children place one of the uncorked bottles in the water. Then have them seal the other bottle with a cork and place it in the water. Lead them to conclude that the bottle filled with air will float.



Make a birthday chart for the bulletin board. Write on a piece of tag board *Today I am a year older*. On the day of his birthday each child may pin a snapshot of himself above this sentence.

SUGGESTED STORIES AND POEMS

To be read by the children

"Ellen's Wish," page 23, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, Illinois, 1941.

"Bobby Wigwags," page 26, *Friends Here and Away*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children

Poem: "The Telegraph," page 156, *The Golden Flute*, compiled by Alice Hubbard and Adeline Babbitt, The John Day Company, New York, 1932.

Under the Bridges

PAGES 110-114

BUILDING BACKGROUND

Ask the children to describe different kinds of bridges they have seen. If they have seen any bridges that open to let boats go through, have them describe how these work.

DEVELOPMENTAL READING

Pages
110-111
across
large
low

Word Development: "Do you remember the picture of the bridge in the story, 'When You Make a Wish'? It was a *large* bridge. It was *not too low* for boats to pass under it. Ned and Ann liked to *walk across* it. In our new story we will read about other bridges which Ned and Ann enjoyed seeing."

Reading: (110-111) "Look at the picture. Who are the children in the boat? Who is the man? Where do you think they are going? At what is Uncle Will pointing? Read page 110 and find out what the children are saying. Read the first two paragraphs on page 111 to find out under how many bridges they passed. What kind of bridge did they come to next?"

Discussion: See INTERPRETATION OF MEANING.

Pages
112-114
middle
part
jackknife
elevator

Word Development: "Have you ever ridden on an *elevator*? We are going to read about something that went up and down like an elevator. Do you know how a *jackknife* opens? We are also going to read about something that opens like a jackknife." If a jackknife is available, demonstrate how it opens. "Do you remember the low bridge which the boat was approaching? Something interesting happened to the *middle part* of this bridge."

Reading: (112) "What happened to the middle part of the bridge? How did it open and close?" (113) "Find out what happened when they came to the next low bridge." (114) "How did the third low bridge open? Did Ned enjoy seeing the bridges? Why do you think so?"

Discussion: See INTERPRETATION OF MEANING AND APPLICATION OF STUDY SKILLS.

REREADING

Ask the children to reread the story for the purpose of finding the parts which describe ways in which bridges open for boats to pass through. When they come to the first description, ask a child to read it orally. See if the children can give the bridge a name which indicates the way it operates. Continue in the same way.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the variants *ed*, *ing*, and *es*

The following words appear in variant forms on pages 95-169: *paper, clean, bark, paint, wash, open, turn, dress, want, travel, chew, roll.* Use after page 111.

Write these words on the blackboard. Ask the children to read them. Then have them add *ed* to each one and read the new word.

Erase the *ed* after each word. Add to the list *hear, will, plow, and try*. Repeat the procedure, having the children add *ing* to each word and read the new word.

Erase all of the words and write *glass, brush, box, wash, fox*. Repeat the above procedure, having the children add *es* to each word.

Write on the blackboard the sentences and words below. Ask the children to decide how to change the word below each sentence so that it will complete the sentence. Following discussion have the word written in the blank space and then have the sentence read.

Uncle Will's boat was . . . white.

paint

The children were . . . on the boat.

travel

Ann was . . . a car go across the bridge.

watch

The middle part of the bridge . . . up like a jackknife.

open

Ned had never before seen a bridge that . . . around.

turn

Ned . . . his hands before he eats.

wash

INTERPRETATION OF MEANING

Recognizing words of opposite meaning

Use after
page 111.

Write in two separate columns on the blackboard the words below.

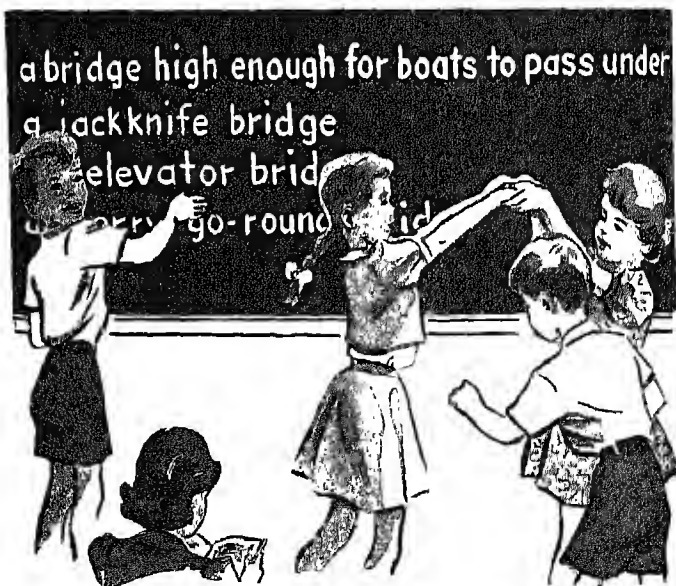
large, low, open, far, right, first, under, new, up,
shut, small, left, high, near, over, last, down, old

Ask the children to read the first word in the first list. Have a child write *large* on another space on the blackboard. Then ask another child to select from the second list a word which means the opposite of *large* and write it opposite the word *large* which the first child has just written. Continue with the other words.

Clarifying concepts of bridges

Use after
page 114.

Let the children pantomime ways in which the different types of bridges operate. One child may read a section of the story describing a bridge. As the description is read, another child or other children may pantomime the movements of the bridge. Still another child may play that he is the boat passing under the bridge.



Two children may join hands and hold them high to represent the type of bridge which was high enough to permit the boat to pass under it.

Two others may join hands and hold their arms at shoulder level to represent the jackknife bridge. They may release hands and hold their arms high when the child representing the boat approaches the bridge.

Two other children may hold their joined hands at elbow level to represent the bridge in which the middle part goes up like an elevator. They will raise their joined hands high when the boat approaches.

Three children may represent the merry-go-round bridge. One may stand with his arms extended. He may place one hand on the shoulder of each of the other two children who represent the supports at the end of the bridge. The child in the middle should turn around when the boat approaches.

APPLICATION OF STUDY SKILLS

Recalling detailed information

Ask the children to answer from memory the questions below. In case of doubt or disagreement have them check with their books. Use after page 114.

How many bridges did Uncle Will's boat pass under as it went down the river? How many of the bridges were too low for the boat to pass under? How many bridges were high enough for the boat to pass under? How was one bridge like a jackknife? How was one bridge like an elevator? What was different about the last bridge the boat went through? Which side of the merry-go-round bridge did the boat pass through? What did Ned think was the best part of his birthday present?

INDEPENDENT WORK:

READ AND Do, page 43.

Write on the blackboard the two headings and the words below. Have the children write the words or phrases under their appropriate headings.

river woods

barges, canoes, bridges, possum, catbird, fish, deer,
owl, island, boat, fawn, nest, squirrel, trees, shore

LEARNING TO READ

See also RELATED EXPERIENCES for a suggestion of pictures to draw or paint.

RELATED EXPERIENCES

The children may draw or paint each of the different types of bridges about which they read, showing the movable ones in operation.

Let them sing such songs as, "Boats Go Sailing," by Ellen Arnett Bates, page 91, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"On the Boat," page 162, *Friends in Town and Country*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

"The Father of Waters," page 97, *Enjoying Our Land*, The Macmillan Company, New York, 1940.

To be read to the children

Poems: "Where Go the Boats," by Robert Louis Stevenson, *A Child's Garden of Verses*, Charles Scribner's Sons, New York, 1944.

"Bridges," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940.

The Camel and the Jackal

PAGES 115-119

BUILDING BACKGROUND

Tell the children that they are going to read an old tale about a jackal and a camel. Ask them to turn to page 115 and identify each animal. Have them note that the camel is eating vegetables, while the jackal is eating bits of fish along the shore of a river.

Explain that camels live in desert country, but that they are often seen in circuses. If any of the children have seen camels, let them tell the class what they know about them. Explain that the jackal is a kind of wild dog, similar to a wolf but much smaller and quite cowardly.

DEVELOPMENTAL READING

Word Development: "The name of the story is, as you would expect, *The Camel and the Jackal*. In the picture we saw the jackal eating *bits* of fish. The camel liked to eat *big mouthfuls* of vegetables. Sometimes he liked to lie down and *roll*." Have the children note that *camel*, *jackal*, and *roll* end with the sound of *l*. (See WORD RECOGNITION.) "The jackal liked to howl. He often *went howling around* in the woods and meadows."

Pages
116-119
camel
jackal
bits
mouthfuls
howling
roll

Reading: (116) "What plan did the jackal suggest to the camel? How did they cross the river?" (117) "What did they do when they reached the other side of the river? How was the jackal different from the camel? What did the jackal do after he had finished eating?" (118) "What did the people in the village do? Then what did the jackal and the camel do? What did the camel say about the jackal's actions?" (119) "What reason did the jackal give for howling? How did the camel teach the jackal a lesson?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of finding the paragraph which best describes the picture on each page. When they have selected a paragraph on the first page, ask one child to read it aloud. Use the same procedure with the other pages.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the final consonants *l* and *t*

Use after page 119. *Visual and Auditory Discrimination:* Write on the blackboard the consonants *l* and *t*. Pronounce several words ending with these consonants. Ask different children to find the letter on the blackboard with which each of the words ends.

Suggested words to pronounce are: *roll, camel, jackal, bit, howl, front, foot, cruel, sent, soft, drill, dirt, paint, nail, Paul.*

Word Building: Suggested words to use are:

For final *l*: *dear (deal); sea (seal); knee (kneel); wood (wool).*

For final *t*: *ant (ant); cap (cat); sea (seal); pan (pat); men (met); card (cart); hid (hit).*

Contextual Application: Write the sentences below on the blackboard. Have the children read them and suggest the right word for you to write in each blank space, guided by the final consonant which is already in the space.

Ann liked to . . t pictures by the river.
 Uncle Will was captain of a . . t.
 Some boats have a paddle . . l in the back.
 The . . l liked to roll after dinner.

INTERPRETATION OF MEANING

Extending word meanings

Use after page 119. Discuss with the children the two meanings of *meal* as used in the sentences below. Have them suggest other sentences using these two meanings of *meal*. Use the same procedure with the three meanings of *roll*.

The jackal made a good meal on bits of fish.
 The woman gave the Indians some corn meal.
 The camel liked to roll a little after dinner.
 Jimmy ate a roll and banana.
 The man took a roll of wire from his truck.

Discussing the meaning of phrases

Have the children discuss the meaning of the underlined phrases in the sentences below. Then have them restate each sentence to convey the same meaning but in a different way. Use after page 119.

I will make a good dinner on the bits of fish.

The camel was willing.

He had made a good meal before the camel could eat more than two or three mouthfuls.

Then the camel swam home and left the jackal to get back as best he could.

Drawing inferences

Ask the children to find the passages from which the inferences stated below can be drawn. Use after page 119.

The jackal could not get to the garden alone.

The camel was good to the jackal.

It took the camel a long time to eat a good meal.

The jackal was not willing to wait for the camel.

The jackal let the camel take all the blame.

The jackal was a coward.

The camel taught the jackal a lesson.

Discussing the lesson taught in an old tale

Explain to the children that this story really teaches a lesson about people, and that the animals are used to represent certain characteristics of people. Ask them to tell you what lesson is taught, and help them to compose a short statement of the main idea, as: *If you are not kind to other people, other people will not be kind to you.* Use after page 119.

APPLICATION OF STUDY SKILLS**Becoming acquainted with an encyclopedia**

Bring an encyclopedia into the classroom if possible. Suggest to the children that you may be able to find some information about camels and jackals. Use after page 117.

Write on the blackboard the words *camel* and *jackal*. Have the children select the correct volume for each. Show the children the pictures and read to them some information about each animal.

Locating specific items in response to directions

Use after
page 119.

Write on the blackboard the directions below. Have the children read the first direction and do what it tells them. As soon as the children have found the first item, have a child read that portion of the story aloud. Use the same procedure with the other directions.

1. Find the part that tells how the jackal and the camel got across the river.
2. Find the part that tells what the jackal did after eating a good meal.
3. Find the part that tells why the people were surprised.
4. Find the part where the camel tells the jackal what he thinks about him.
5. Find the part where the jackal tells why he went howling around.

APPRECIATION**Noting changing attitudes**

Use after
page 119.

Through discussion of the questions below lead the children to an appreciation of how events in this story caused a change in the attitudes of the jackal and the camel toward each other.

Do you think that in the beginning of the story the camel trusted the jackal? Do you think that later on the camel found out whether or not the jackal was trustworthy? Would he trust him again? Do you think that in the beginning of the story the jackal thought the camel was good-natured but stupid? Do you think that after what happened the jackal would be more careful about playing tricks on the camel?

INDEPENDENT WORK:

READ AND DO, page 44.

Write on the blackboard the headings and sentences below. Have the children write each sentence under the appropriate heading.

jackal

camel

He likes bits of fish.

He swam across the river.

He could not swim.

He ran howling around the garden.

Two or three mouthfuls were all he had to eat.
He liked to roll a little after dinner.
He had to get back as best he could.

Write on the blackboard the sentences below. Have the children write them in the sequence in which the events occur in the story.

The jackal went into the garden.
The people heard the jackal howling.
The camel swam across the river to the garden.
The jackal made a good meal.
The camel rolled over in the water.
The people drove the camel away.

RELATED EXPERIENCES

Let the children model camels from sawdust. Mix three parts sawdust and one part dry wallpaper paste in enough water to make the mixture stick together. Show the children how to reinforce the camels' legs with candy-sucker sticks or toothpicks.

Help the children to prepare this story for use in a make-believe radio broadcast program for a school assembly. Let them use their books for the radio script.

They may paint a mural showing different scenes from the story.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Monkey Wants His Tail," page 183, *Down Our Street*, The Macmillan Company, New York, 1939.

"Mrs. Red Bird's Tail Feather," page 63, *Along the Way*, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Stories: "How the Camel Got His Hump," by Rudyard Kipling, *Just So Stories*, Garden City Publishing Company, Inc., Garden City, New York, 1942.

"The Little Jackal and the Alligator," by Sara Cone Bryant, *Best Stories to Tell to Children*, Houghton Mifflin Company, Boston, 1912.

Man

PAGES 120-123

BUILDING BACKGROUND

Guide a discussion concerning ways in which a man, by his ability to think, can make animals which are really much stronger than he, do what he wants them to do. Supplement with examples to bring out this idea.

"We are going to read another old tale. This one is about animals, too. But there is a man in the story also. In fact the story is called 'Man.' "

DEVELOPMENTAL READING

Pages
120-123
beast
terrible
fellow
cutting
ax

Word Development: "In this story there is a bear who thought he was a terrible beast. There is also an old fellow, and there is 'Man' who was cutting down trees with an ax. Let's read the story and find out what all these characters had to do with one another."

Reading: (120) "Whom do you see in the picture? Is each one of these characters a beast? Read and find out how the bear and the fish happened to meet. What did the fish tell the bear about Man?" (121) "What did the bear decide to do? Whom did he see first? What did the boy tell him? Whom did he see next? What did the old man tell him?" (122) "Did the bear finally find a man? What did the bear tell the man he wanted to do? What did the man do to show that he was strong?" (123) "What did the fish ask the bear when he got back to the river? What was the bear's answer?"

Discussion: "Why did the man win the contest with the bear?" See also INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children try to recall the main events in the story in the exact order in which they occurred. They may use this list of events as a guide in preparing a dramatization of the story. (See APPRECIATION.) Write on the blackboard short sentences describing the events as the children give them. Then have the children reread the story for the purpose of verifying the list.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding small words in larger words

These words appear on pages 88-129: *nail, throat, howl, wash, scamper, scare*. They are parts of the following known words: *nailing, throwing, howling, scampered, washing, scarecrow*. Use after page 123.

Write the known words on the blackboard. Name the smaller words one at a time. Have the children find, underline, and read the smaller word in each larger word. Then write the smaller words on the blackboard and have them read.

INTERPRETATION OF MEANING

Recognizing words of similar meaning

Write on the blackboard the sentences below. Ask the children to read the first sentence, then find below the sentence a word that has the same or nearly the same meaning as the underlined word in the sentence. Have the word underlined. Repeat with the other sentences. Use after page 123.

A bear went down to the river to drink.
pond lake stream

The fish heard a noise and swam away.
howl sound call

The fish was scared.
hungry happy afraid

The bear thought Man was a terrible beast.
bird fish animal

The bear saw an old fellow watching some cows.
camel man woman

Improving oral interpretation

Discuss with the children the value of good diction, rhythm, and inflection in oral reading. Have each child select from the story a passage that he would like to read aloud to the class. Tell the children to read the passages to themselves before they read aloud, keeping in mind accurate pronunciation, smoothness, and expression. Use after page 123.

Associating characters with what they said

Use after page 123. Write on the blackboard the names and questions below. Ask the children to tell you which character in the story made each statement.

the man the boy the fish the bear the old fellow

"Don't you know there is no beast more terrible than Man?"

"I am going to look for a mon. I would like to find out if he is as strong as I."

"I am not a man. I shall be a man, I hope, some day."

"I was a man once, but now I am just an old fellow."

"You want to see if I am as strong as you. Now you shall see how strong I am."

APPLICATION OF STUDY SKILLS**Using the table of contents**

Use after page 123. Have the children use the table of contents to answer such questions as: How many groups of stories have we read so far? What is the name of the village in the first group title? What is the name of the group of stories in which you would find the story about the possum? What does the title of the third group tell you about where the stories take place? On what page would you find a story about the following: a duck, white sunshine, a meadow mouse, bridges?

APPRECIATION**Becoming acquainted with the source and author of an old tale**

Use after page 123. "The story, 'Man,' is an old Russian tale. It is taken from a book called *Tales of Wise and Foolish Animals* written and illustrated by Valery Carrick. As a child in Russia Mr. Carrick heard these and many other tales from his mother." (See SUGGESTED STORIES AND POEMS.)

If any of Valery Carrick's books are available, show them to the children and read some of the tales to them.

Dramatizing the story

Use after page 123. The children will enjoy dramatizing the story. Help them to give vivid interpretations of the speeches and actions of the characters by preliminary discussion of the pictures and descriptive passages. They may use the list of events prepared during rereading as a guide.

INDEPENDENT WORK:

READ AND DO, pages 45-47.

Let the children draw or paint an illustration of the part of this story they like best.

Write on the blackboard the sentences below. Have the children write the sentences and add *Yes* or *No* after each one according to the accuracy of the statement.

The bear was scared by the fish.

A bear is a beast.

The boy was an old fellow.

The old fellow was watching some cows.

The man was cutting down trees with an ax.

A fish is a terrible beast.

The bear stuck his paw into the cut.

RELATED EXPERIENCES

The children may tell their experiences in seeing big, strong animals working (as on a farm) or performing (as in a circus) for men.

Help the children to make a health chart titled "How We Grow Strong." Let them find and paste on their chart pictures emphasizing sunshine, sleep, food, and clean clothes.

Let them sing such songs as "Growly Bear," by George Applegarth, page 59, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Monkey and the Bananas," page 124, and "Drakesbill," page 142, *It Happened One Day*, Row, Peterson and Company, Evanston, Illinois, 1938.

To be read to the children

Stories: Tales of Wise and Foolish Animals, by Valery Carrick, translated by Nevill Forbes, Frederick A. Stokes Company, New York, 1928.

Animal Picture Tales from Russia, by Valery Carrick, translated by Nevill Forbes, Frederick A. Stokes Company, New York, 1930.

SECTION IV

At Hillside Farm

ILLUSTRATION: PAGES 124-125

BUILDING BACKGROUND FOR THE SECTION

Post on the bulletin board pictures of farms and farm animals. Discuss these pictures with the children and ask them to tell about any farm experiences they may have had. Supplement with interesting experiences of your own.

Following the discussion have the children turn to the table of contents and read the section title, *At Hillside Farm*. Ask them to tell you what the name *Hillside* suggests about the kind of country in which Hillside Farm is located. Discuss what the title indicates in regard to the new group of stories they will read.

Have the children turn to the illustration on pages 124-125. Tell them that this is a picture of Hillside Farm, the home of the Newman family. "The boy and girl on the fence are the Newman twins, Polly and Pat. The girl at the mailbox is probably their older sister, Ruth. The man leading the horses is Oscar, the hired man. He and his wife, Betsy, work for Mr. and Mrs. Newman." Have the children identify the house, the barn, the silo, the windmill, and the animals. Call their attention to the broad paved highway, the telephone poles, and the big bus coming around a bend in the road.

The Captain is Coming

PAGES 126-135

BUILDING BACKGROUND

Ask the children to tell about their experiences in helping to get ready for house guests. Guide a discussion of all the things one would do, as cleaning and preparing a bedroom, planning company dinner, and planning a party to which neighbors might be invited to meet the guest.

Have the children tell different ways in which one might receive the news that company was coming, as by letter, telephone call, or *telegram*. Write the list on the blackboard.

The children may then suggest a menu for a company dinner. Write the menu on the blackboard. Be sure to include *lettuce* and *dressing*. Use the word *delicious* frequently during the discussion.

DEVELOPMENTAL READING

Word Development: "The first person we'll meet in our new story is *Ruth Newman*. Her father and mother had gone to a *meeting*. Ruth didn't know whether they would be home *tomorrow* or the day after tomorrow. She didn't know whom or what they would be *bringing* with them. She expected to receive a *telegram* telling her these things. She was waiting for the telephone to go *ting-a-ling*."

Pages
126-127
Ruth
meeting
(ting-a-ling)
telegram
tomorrow
bringing

Reading: (126) "What is happening as the story opens? Where was the meeting? Who was there?" (127) "Did Ruth receive a telegram? What did it say? What did Ruth plan to do?"

Discussion: "Why would Ruth think that they must have everything ready if a captain were coming?" See also INTERPRETATION OF MEANING AND APPLICATION OF STUDY SKILLS.

Word Development: "We are going to meet Ruth's brother, *Bruce*. We will read about all the *plans* Ruth and the other children made about *having things ready* for the captain. They planned to do something to the *front room*. They planned to use *candles* on the table. They were going to make something with *lettuce* and to have many kinds of *delicious food*. We will find out what kinds of food they had when we read the next part of the story."

Pages
128-130
Bruce
having
plans
front
candles
lettuce
delicious

Reading: (128-129) "Look at the picture. Can you find the twins, Polly and Pat? Which one is Bruce? Do you see Oscar, the hired man? The woman is his wife, Betsy. Why do you think Ruth is sitting at the head of the table? Read page 128 and find out what everyone said about the captain coming to the farm. On page 129, you will find out what Ruth was going to do with the front room." (130) "What did Polly and Pat want to do for the captain? Read the rest of the page and find out what they planned to have for dinner."

Discussion: See INTERPRETATION OF MEANING.

Word Development: "Things were happening all over the house, even in the *kitchen*. Everyone did *something nice* for the captain. No one even *whispered* that he was tired from working so hard. *Many farmers*

Pages
131-135
nice

farmers
kitchen
mule
whispered
believe
(hee-haw)

who lived near the Newmans had mules. Did you ever see a mule?" Have the children note that *u* says its own name in *mule*. (See WORD RECOGNITION for development of long and short *u*.) "Do you believe that a mule can laugh? Did you ever hear one say *hee-haw*? Let's continue reading our story now and find out more about the preparations which were made for the captain."

Reading: (131) "The first paragraph on page 131 tells us one way they were going to use the lettuce. The next one tells what they were going to drink. Read these two paragraphs. Now find out about all the work they did." (132) "What did Ruth and Bruce tell the other farmers? What was happening when it was time for the captain to come?" (133) "At last Mr. and Mrs. Newman came. What happened when they arrived?" (134) "Read about the surprise. Who was the captain?" (135) "Something funny happened. What was it?"

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION.

REREADING

Have the children reread the story to find the sentences that answer the following questions: (126) Why were Mr. and Mrs. Newman not at home? (127) What time of day did they expect to return? (128) When did the children tell Betsy and Oscar the news? (129) In which room did Polly say the captain must sleep? (130) What did Bruce want Betsy to make? (131) What did they plan to have to drink? (132) Where was Betsy and what was she doing? (134) How did the truck driver explain who the captain was? (135) What kind of sound did the captain make?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing compound words

Use after page 130. The following new compound words (made of known words) appear in *Section IV*, pages 126-169: *Newman, Hillside, Deerfield, woodwork, candlesticks, Sandstone, bedtime, chickenhouse, treetop, nowhere, highway, cornfields, henhouse, himself.*

Write the component parts of these words as indicated below. Ask a child to find in the second column a word which will combine with the first word in the first column to make a compound word. He may draw a line connecting the two. Have another child write on the blackboard and read the compound word. Repeat with the other words.

Deer	side	no	house
Hill	field	high	fields
wood	top	chicken	self
bed	work	corn	way
condle	sticks	New	house
Sand	time	hen	man
tree	stone	him	where

Developing long and short u

Visual and Auditory Discrimination: Write on the blackboard *mule* and *shut*. Discuss the difference in the sound of *u* in the two words. Explain that when *u* says its own name as in *mule*, it is called long *u*; when it has the sound of *u* as in *shut*, it is called short *u*. Use after page 135.

Say the words below in groups of three (as, *mule*, *lunch*, *Sue*). Ask the children to tell you two words in each group at the left which contain long *u*. Have them tell you two words in each group at the right which contain short *u*.

<i>mule</i>	<i>lunch</i>	<i>Sue</i>	<i>mud</i>	<i>pup</i>	<i>mule</i>
<i>use</i>	<i>music</i>	<i>shut</i>	<i>dug</i>	<i>use</i>	<i>stuff</i>
<i>tune</i>	<i>buck</i>	<i>huge</i>	<i>Sue</i>	<i>rug</i>	<i>buck</i>
<i>fun</i>	<i>June</i>	<i>cube</i>	<i>us</i>	<i>tune</i>	<i>bug</i>

Word Building: Suggested words to use are:

For long *u*: *mile* (*mule*); *ride* (*rude*); *cure* (*cure*); *us* (*use*).

For short *u*: *dig* (*dug*); *is* (*us*); *bit* (*but*); *hat* (*hut*); *sick* (*suck*); *caps* (*cups*).

Contextual Application: Suggested sentences to use are given below. Tell the children to choose a long *u* word for each of the first two sentences and a short *u* word for each of the other two.

The Captain was a

mouse man mule

Ruth said, "We will . . . the best dishes."
us get use

Polly put the . . . on the table.
cups caps glasses

Oscar . . . a hole and planted a little tree.
made dug use

Reviewing final *th* and *sh*

Use after page 135. *Auditory and Visual Discrimination:* Write on the blackboard the words *Ruth* and *wash*. Ask the children to read the words and underline the final *th* and *sh*, respectively.

Pronounce the words *with*, *mouth*, *push*, *wish*, *north*, *flash*, *south*, *dish*, *fish*. Emphasize but do not isolate the final speech sound. Have the children decide whether each word should be written under *Ruth* or *wash*. Write each word under the appropriate heading.

INTERPRETATION OF MEANING

Extending word meanings

Use after page 127. Write on the blackboard the sentences below. Have the children read the sentences and discuss the different meanings of *meeting*. Ask them to suggest other sentences using these two meanings.

Many people were going to be at the meeting.

The children thought that meeting a captain would be fun.

Interpreting phrases

Use after page 130. Write on the blackboard the sentences below. Discuss the meaning of the underlined phrases. Have the children rephrase each sentence to convey the same meaning in a different way.

When Mother and Daddy were away, Ruth was the head of the house.

Mother and Daddy were coming home day after tomorrow.

At breakfast the children told the news to Betsy and Oscar.

Betsy washed the woodwork.

The front room had been papered last spring.

The children wanted to use the best dishes for dinner.

They were going to have lettuce with dressing.

APPLICATION OF STUDY SKILLS

Extending information

Have the children turn to page 127 and read the telegram. Explain that people usually make telegrams as brief as they can since the charge depends upon the number of words in the message. With the children's help write the message on the blackboard as if it were a letter. Lead them to see how it was cut to save words. Tell them that the rate charged also varies with the distance over which the message is sent. Explain further that there is usually a flat rate for the first ten words, then a certain amount for each additional word, as: first ten words, 72 cents; each additional word, 5 cents. Help them to figure out how much the telegram in their books would have cost at these rates.

Use after
page 127.

Selecting the most important paragraph in a story

Through discussion guide the children to conclude that the most important part of the story is that in which the children find out that the captain is a mule. Ask them to find the paragraph which describes this incident. Then have a child read it aloud.

Use after
page 135.

Organizing story events in sequence

Write on the blackboard the pairs of sentences below. Have the children read the first pair silently and decide which sentence should come first. Have a child number the sentences. Repeat with the other pairs of sentences.

Use after
page 135.

Ruth ran to answer the telephone.

The telephone began to ring.

The children told the news to Betsy and Oscar.

Betsy and Oscar wanted to help get things ready.

Mr. and Mrs. Newman jumped out of the truck.

A large truck drove into the yard.

Bruce began to laugh.

Bruce saw the mule.

APPRECIATION

Appreciating character traits

Have the children discuss the traits of character exhibited by Ruth in assuming responsibility as head of the house, and of the other

Use after
page 135.

children in helping her to get ready for company. Have them note the children's reaction upon finding that the captain was a mule.

INDEPENDENT WORK:

READ AND Do, pages 48-51.

Write on the blackboard the sentences below. Have the children write the sentences and complete each one with a word selected from the three words below it.

Mr. and Mrs. Newman had gone to a

party meeting race

The telegram said they would be home about

eight ten twelve

The children told the news to Betsy and Oscar at

dinner breakfast supper

They were going to have ice cream with . . . on top.

nuts berries cake

The sandwiches were to be made with . . . and lettuce.

eggs meat cheese

Write on the blackboard the words below. Ask the children to write them on their papers and cross out the one which does not belong in each group.

mule	farmer	mule	lettuce	eight
camel	fireman	meeting	telegram	twelve
jackal	candle	fair	cake	lettuce
telegram	soldier	party	sandwiches	one

kitchen	believe	today	ax
delicious	think	cake	hammer
nice	know	tomorrow	mule
good	guess	tonight	saw

RELATED EXPERIENCES

Show the children a telegraph blank. Help them to compose a ten-word message announcing some future event. Have one of the children write the message on the blank.

The children may cut from magazines colored pictures of appropriate food for a company dinner. They may mount their pictures

and show them to the class. The menus may be discussed and evaluated from the standpoint of well-balanced meals.

Let the children make play telephones to be used in dramatic play. Remove the covers of two tin cans. Have the children make a hole in the bottom of each can. To join the cans put a cord about ten feet long through each hole and knot the ends.

SUGGESTED STORIES AND POEMS

To be read by the children

"Johnny and His Mule," page 198, *We Grow Up*, The Macmillan Company, New York, 1939.

"Helping at Home," page 103, *Making New Friends*, Ginn and Company, Boston, 1940.

To be read to the children

Story: "Mean Mules and Tractable Tractors," by Lucy Sprague Mitchell, *Another Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1937.

Poem: "A Mule's No Fool," by Lucy Sprague Mitchell, *Another Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1937.

Copycat

PAGES 136-142

BUILDING BACKGROUND

Through discussion develop the meaning of the word *copycat*. Choose one child to be a copycat, and have him mimic the actions and speech of other children in the class. Discuss with the children whether or not it is desirable to be a copycat.

It would be better not to discuss the echo phenomenon at this time because it would give away the surprise element in the story.

DEVELOPMENTAL READING

Pages
136-138
copycat
family
reached
between
lunch
next
build
dry

Word Development: "The name of our *next story* is *Copycat*. There must be someone in the story who mimics or copies other people. Do you remember Jerry of Spring Village? Every summer Jerry came to visit the *Newman family*. When he *reached the farm*, the good times began. He usually was so hungry that he could hardly wait to eat *between breakfast and lunch*. He had fun on rainy days as well as on days when the weather *was dry*." Have the children note that *y* says its own name in *dry*. (See WORD RECOGNITION for development of long and short *y*.) "On rainy days they would *build things* with blocks and pieces of wood. On nice days they sometimes had picnics. We'll read about one of the picnics."

Reading: (136) "Look at the picture. Where do you think Jerry and the twins are? Yes, at a bus station. Jerry has just arrived. Read the page and find out what the twins had planned for Jerry to do. Who else came to meet Jerry?" (137) "Find out about Sandstone Hill." (138) "What warning did Mrs. Newman give the children? What did they discover that was new on Sandstone Hill?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

Pages
139-142
waved
voice
silly
stamped
foot
echo
sorry

Word Development: "Polly did something very *silly* in the next part of the story. She *stamped her foot*. She *was sorry* about it later." Have the children note that *stamped* begins with the sound of *st* as in *stick*. (See WORD RECOGNITION.) "In the next part of the story *the children waved* at someone. We'll find out who it was. Can you read the next part of the story aloud with a pleasing *voice*?" (Develop *echo* while the children are reading page 141.)

Reading: (139) "Who lived in the house? What happened after the children waved at him?" (140) "What words came back to the children as they talked?" (141) "Who had said, 'Here I am,' and what explanation did he make? What did Jerry say? Here is where the surprise comes. What do you think the covecat voice was? *An echo?* Read the rest of the page and find out." (142) "How did Polly apologize? What did the new boy say about the echo? What did Pat suggest doing? Did the echo agree?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of trying to read the speeches just as they think the characters said them. One child may read the narrative part on each page, accompanied by other children who read the speeches of the characters. Instruct the child who reads the part of "the echo" to try to make his voice sound soft and far away.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

GUIDED WORK:

Developing long and short *y*

Auditory and Visual Discrimination: Write on the blackboard the words *dry* and *tie*. Read the words to the children and ask them to note that *i* and *y* have the same sound. Write on the blackboard the words *sky*, *try*, *my*, *by*. Read the words to the children and have them listen for the sound of *y*. Tell them that when *y* has the same sound as long *i*, it is called long *y*. Use after page 138.

Repeat the procedure to develop short *y*. Use these words: *city*, *family*, *bicycle*, *happy*, *shiny*, *lady*.

Pronounce the words below, asking the children to clap once for each word that has the sound of long *y*. Repeat for short *y*.

dry, *silly*, *sorry*, *sky*, *fly*, *ready*, *why*, *thirsty*, *only*, *Billy*, *by*, *try*, *puppy*

Developing the consonant blend *st*

Use after
page 142.

Auditory and Visual Discrimination: "In this story we had a new word which began with the sound of *st*. What was it? Yes, *stamping*." Write this word on the blackboard and add other words beginning with the sound of *st* as the children suggest them.

Word Building: Suggested words to use are: *out (stout)*; *them (stem)*; *talk (stalk)*; *care (stare)*; *deep (sleep)*; *cage (stage)*; *blew (stew)*.

Contextual Application: Write on the blackboard the sentences below. Ask the children to suggest an appropriate word beginning with *st* to complete each sentence.

Polly found a flower with a long *st* . . . (*stem*)

Jerry saw an ear of corn growing on a tall *st* . . . (*stalk*)

Sandstone Hill was not very *st* . . . (*steep*)

When the voice first came back, Polly stood and *st* . . . (*stared*)

INTERPRETATION OF MEANING**Supplying a specific heading**

Use after
page 138.

Write on the blackboard the lists of words below. Have the children read the first list and tell you a word that could be used in referring to all of the things in the list. Write the word (*animals*) over the list. Repeat with the other two lists (*meals* and *buildings*).

mule	lunch	garage
fox	dinner	house
camel	breakfast	shed
kangaroo		barn
deer		cottage
jackal		henhouse

Extending word meanings

Use after
page 142.

Write on the blackboard the sentences below. Ask the children to find in the first sentence a word that will complete the second sentence. Repeat with the other pairs of sentences.

Jerry's bus reached Deerfield in the morning.
Pot . . . for another piece of cake.

It was summer, and the woods were dry.
Polly liked to help Mother . . . the dishes.

The children saw a small building across the brook.
Oscar was . . . a fence around the cornfield.
Polly was so angry that she stamped her foot.
The man . . . the letter before he put it in the box.
Jerry hurt his foot on a piece of glass.
There was a little brook at the . . . of the hill.

APPLICATION OF STUDY SKILLS

Noting the sequence and characteristics of seasons of the year

Write on the blackboard the words *summer, fall, winter, spring*. Tell the children that these are the names of the four seasons. Lead them to conclude that they always come in the same sequence. Discuss the characteristics of each season. Use after page 138.

Recalling story details to answer questions

Have the children answer the following questions without referring to their books: Why was Sandstone Hill a good place to play Indians? Why didn't Mrs. Newman want the children to build a fire? Why was Polly cross? What did the new boy have for the children? Why did he like the echo? Use after page 142.

Selecting passages which convey moods

Have the children open their books to page 140 and read silently to select all the passages in which Polly says or does something that shows she is angry. Have these passages read aloud. Then have the children find the passage which shows that Polly was sorry that she had been angry. Have it read. Use after page 142.

APPRECIATION

Dramatizing the story

Let the children dramatize the part of the story on pages 139 and 140 in which the voice of the echo is heard. Different children may read the speeches of Polly, Pat, and Jerry. Let one child find a place in the room where he cannot be seen and represent the voice of the echo. Ask him to imitate as closely as possible the voice he is echoing. Use after page 142.

Follow the reading with a brief discussion of what causes an echo, explaining that hills, cliffs, and caves are especially likely to throw back sound.

INDEPENDENT WORK:

READ AND DO, pages 52-54.

Write on the blackboard the paragraph below. Have the children draw a picture to illustrate the paragraph.

A little brook ran between two hills. One hill had trees to climb and places to hide. On the other hill there was a little log cabin between two apple trees.

Write on the blackboard the phrases below. Have the children write the phrases and draw a line under each one that tells something Jerry might do at Hillside Farm.

see a new mule

see a jackal

play with the goats

take a picnic lunch to Sandstone Hill

build an apartment house

milk a cow

ride a horse

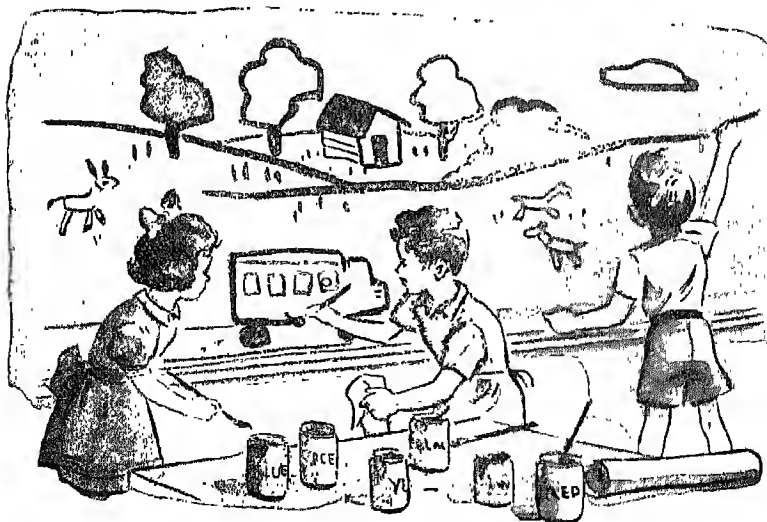
ride a camel

play Indians

play with the twins

RELATED EXPERIENCES

The children may paint a mural showing Hillside Farm, Captain, baby goats, Sandstone Hill, Jerry arriving on the bus, the woods, and the log house on the hill across from the farm.



Ask the children to count on the calendar the number of days until the next vacation.

They may sing such songs as "The Echo," by Ellen Arnott Bates, page 22, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

Let the children play the echo singing game, "I'm Here." The leader closes his eyes while one child hides. The leader sings, "I'm here." The child who is hiding softly echoes the call once. The leader must then find the child before the class counts to ten or he is IT again.

SUGGESTED STORIES AND POEMS

To be read by the children

"Down the Old Well," page 121, *In the City and On the Farm*, The University Publishing Company, Lincoln, Nebraska, 1940.

To be read to the children

Story: "The Unhappy Echo," by Edith Ballinger Price, *The Story Telling Hour*, compiled by Carolyn Sherwin Bailey, Dodd, Mead and Company, New York, 1934.

Mr. Featherwhistle

PAGES 143-152

BUILDING BACKGROUND

Ask the children to tell of any experiences they have had in meeting or seeing people who could entertain other people by doing funny tricks. Supplement with similar experiences of your own. (Discuss ventriloquists after the story has been read. In this way the element of mystery will be sustained.)

DEVELOPMENTAL READING

Pages
143-146
Feather-
whistle
hired
does
spoke
dropped
squealed
lazybones

Word Development: "Our next story is about a man with a very unusual name: *Mr. Featherwhistle*. He was the Newmans' *hired man*. He was not a *lazybones*. The children liked to help Mr. Featherwhistle. He often *spoke* to them about their work." Have the children note that *o* says its own name in *spoke*. (See WORD RECOGNITION for development of long and short *o*.) "As we read this story, we will find that he *does* something interesting. You will enjoy especially the part of the story in which the children were so surprised at something that they nearly *dropped* their brushes while painting. Another part you will like is where they were still more surprised when *something squealed*."

Reading: (143) "How did Mr. Featherwhistle happen to be the Newmans' hired man?" (144) "Find out about Mr. Featherwhistle's dog. What did Mr. Newman soon find out about his hired man? Was the dog a nuisance to the children?" (145) "This page tells about one of the surprises. What was it?" (146) "Read the first two paragraphs and find out what the next surprise was. What else did Popcorn say? What happened one day when Jerry went to pick apples?"

Discussion: "What surprised the twins while they were working with Mr. Featherwhistle? What surprised Jerry?"

Pages
147-152
ever
seen
sit
supper
radio
ventrilo-
quist
circus
return

Word Development: "Have you *ever* seen a circus?" Have the children note that *ever* ends with the sound of *r* as in *river*. (See WORD RECOGNITION.) "Have you ever heard a bird talk over *the radio*? If so, it may have been a parrot. Do you think it was a parrot talking to Jerry? We'll soon find out. Mr. Featherwhistle solved the mystery one night *after supper*. Then he left. Do you suppose the children hoped that *he would return*?" (Develop *ventriloquist* when the children meet the word on page 151. They should work out *sit* phonetically.)

Reading: (147) "Find out what was talking to Jerry from the tree-top. What did Jerry think about this?" (148) "What talked to Polly and what did they say?" (149) "Find out what Mr. Featherwhistle and Mr. Newman said to one another." (150) "How did Popcorn greet the children when they went to the hired man's house? What did a chair do? How did Mr. Featherwhistle look and what did he do?" (151) "What was Mr. Featherwhistle's explanation?" (Write *ventriloquist* on the blackboard.) "What is a ventriloquist? What did Polly and Pat decide about Mr. Featherwhistle?" (152) "What chance did the children have of seeing Mr. Featherwhistle again? How did he get ready to leave? What did the children and Popcorn say?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the story reread for the purpose of listing all the animals and objects that seemed to talk. When the children come to the first example, write the name on the blackboard, and call on one child to read what that particular animal or object seemed to say. Continue with the same procedure.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing long and short o

Visual Discrimination: Develop long and short o as previously suggested for other vowels. Words to use are: Use after page 145.

For long o: *spoke, old, no, go, hold, pony, slow.*

For short o: *dropped, hop, not, top, box, mop, stop.*

Auditory Discrimination: Suggested words to use are: *those, spoke, stop, home, bond, dropped, so, top, hold, stone, mop, wrote, drove, fox, going, own, cold, got, shop, radio.*

Ask a child to find and read a word which contains long o. If the class agrees that the word does contain long o, the child may underline the word.

Repeat for short o words which the children may underline twice.

Word Building: Suggested words to use are:

For long o: *ride (rode); pile (pole); these (those); blew (blow).*

For short o: *hat (hot); duck (dock); put (pot); red (rod).*

Contextual Application: Suggested sentences to use are:

Popcorn . . . in a wire basket.

red rode ride

Jerry reached the apples in the treetop
with a long . . .

pile pill pole

Mr. Featherwhistle did a . . . of work.
lot let light

It was a . . . day.

hat hot hope

Reviewing the final consonants *r*, *m*, and *n*

Use after page 152. Write on the blackboard the key words *ever*, *seem*, *seen*. Have the children note the sounds of the final consonants *r*, *m*, and *n*. Pronounce the following words and have a child indicate the final consonant of each one: *supper*, *return*, *remember*, *driver*, *beam*, *lean*, *purr*, *Don*, *cabin*, *Tom*, *town*, *steam*, *wear*, *plan*, *far*, *dear*, *dollar*.

Finding smaller words within words

Use after page 152. The following words appear on pages 129-168: *wash*, *meet*, *seem*, *tire*, *turn*, *bone*, *plane*. These words are parts of the following known words: *washing*, *meeting*, *seemed*, *tired*, *turned*, *lazybones*, *airplane*.

Use procedures previously suggested.

INTERPRETATION OF MEANING

Drawing inferences

Use after page 152. Discuss with the children the following questions: Why was Popcorn a good name for the dog? Why did Bruce laugh when the twins told him about the talking dog? Do you think you could tell by looking at a ventriloquist that he is making his voice seem to come from somewhere else? Do you think that it was good for the Newman children to have Mr. Featherwhistle around? Why do you think Mr. Featherwhistle and Popcorn had such fancy clothes? What did Mr. Featherwhistle mean when he said, "Most of the time I work in a circus. But this summer I wanted to work on a farm for a change"?

Extending word meanings

Write on the blackboard the sentences below. Through discussion clarify and extend the meaning of the word *return*.

Use after
page 152.

The circus wanted Mr. Featherwhistle to return.

The children went to the store to return the milk bottle.

Use the same procedure with the word *spoke* in these sentences:

Popcorn spoke in a high, funny voice.

Mr. Featherwhistle needed a new spoke for his bicycle wheel.

Selecting the right definition for a word

Write on the blackboard the words and definitions below. Have the children read the first word, and select the appropriate definition. Repeat with the other words.

Use after
page 152.

return ventriloquist lazybones treetop supper

a man who can make his voice sound as if

it came from somewhere else

the top of a tree

to come back

the last meal of the day

someone who does not like to work



Selecting words of similar meaning

Use after
page 146.

Write on the blackboard the lists of words below. Have the children find in the right-hand column a word which is similar in meaning to the first word in the left-hand column and then draw a line between the two words. Ask them to suggest a sentence in which they could use either of these two words. Write the sentence on the blackboard. Repeat with the other words.

spoke	angry
cross	pieces
build	over
beast	talked
bits	big
large	woman
across	land
farm	animal
lady	make

APPLICATION OF STUDY SKILLS**Selecting facts to support a conclusion**

Use after
page 152.

Write on the blackboard the following sentence: *Mr. Feather-whistle could make his voice sound as if it came from other places.* Have the children tell of incidents in the story which prove this statement.

APPRECIATION**Appreciating phrases that describe sound**

Use after
page 152.

Write these phrases on the blackboard:

in a high, funny voice like a man on the radio

Ask a child to read a speech from the story in a voice like that described in the first phrase. Have him repeat, changing his voice to conform to the second phrase. Ask the children to suggest and read other phrases describing different ways voices might sound.

in a low, deep voice	in a loud voice
in a high, squeaky voice	in an angry voice
in a voice like a whisper	in a tired voice

INDEPENDENT WORK:

READ AND DO, pages 55-59.

Write on the blackboard the parts of sentences listed below. Ask the children to write the parts of sentences at the left, then find at the right the part that completes each sentence, and add it to the first part to make a complete sentence.

Mr. Featherwhistle wanted	to pick apples.
The white dog	to be a hired man.
Popcorn spoke	under a tree.
Jerry went out	in a high, funny voice.
Jerry sat down	was Popcorn.

RELATED EXPERIENCES

The children may describe ventriloquists they have heard on the radio or seen in motion pictures or on the stage.

Let the children make stick puppets by tacking pictures of characters on pencils. They may use the back of a chair for a stage and play that they are ventriloquists making the puppets talk.

Encourage the children to collect signs and labels. When they can read one of the signs, let a child pin it on the bulletin board. (A good substitute for a bulletin board is a tennis net which may be fastened on the wall or on the blackboard.)

SUGGESTED STORIES AND POEMS

To be read by the children

"A Circus Dog," page 124, *I Know a Secret*, The John C. Winston Company, Philadelphia, 1940.

"Jimmy and the Clown," page 42, *Friends in Town and Country*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children

Story: "Buck, the Market Horse," by Lucy Sprague Mitchell, *Another Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1937.

Poems: "The Raggedy Man," by James Whitcomb Riley, *Two Hundred Best Poems for Boys and Girls*, compiled by Marjorie Barrows, Grosset and Dunlap, New York, 1938.

"The Farmer Tries to Sleep," by Lucy Sprague Mitchell, *Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1921.

A Ride to Remember

PAGES 153-158

BUILDING BACKGROUND

Guide the children in a discussion of experiences they have had which were so important that they will always remember them. Use the word *remember* frequently during the discussion.

Ask them if any of them can tell you the name of the governor of their state. If not, tell them who the governor is, and write his name on the blackboard.

Explain that a governor is an important person because he heads the state government. Lead them to conclude that if they should ever meet and talk with the governor, it would be an occasion that they would probably remember for a long time.

DEVELOPMENTAL READING

Pages
153-154
remember
free
speeches
Governor
Crane

Word Development: "The title of this story is *A Ride to Remember*. In it is a man named *Mr. Crane*. The same children who were on the Newmans' farm are in this story also. They had a chance to go to the Farmers' Fair *free* of charge." Have the children note that *free* begins with the sound of *fr* as in *friend*. (See WORD RECOGNITION for development of the blend *fr*.) "Important people in the state or community often *makes speeches* at a large fair. Sometimes *the governor* of the state makes a *speech*." Have the children note the sound of the final *ch* in *speech*. (See WORD RECOGNITION.) "We'll find out who made a speech at the fair near Deerfield."

Reading: (153) "On what day of the fair could the children go in free? Why was Jerry glad to be on the farm during the fair?" (154) "What important person was going to make a speech? What two things did Jerry expect to enjoy? Read about the bus ride."

Discussion: "What is a fair? What is a school bus?"

Pages
155-158
driver
late
flying

Word Development: "Some people were going to the fair in buses, some were driving their own cars, and *some were flying*. All of them were hurrying, for no one wanted to be *late*. The children from the Newman farm were, as you know, traveling in a school bus. On the next page of the story we will read about *the driver* of this bus." Have the children note that *driver* begins with the sound of *dr* as in *drum*. (See WORD RECOGNITION for development of the blend *dr*.)

Reading: (155) "What happened to delay the ride? What suggestion did the bus driver make?" (156) "Why did Jerry and the twins stay with the bus driver? What did the driver say after the tire was changed? What suddenly happened?" (157) "In the picture the driver is running toward the plane. Find out why." (158) "What did the driver say when he returned? What did the man with gray hair say? Who was the man with gray hair? How did the children and the driver show that they were surprised?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the story reread for the purpose of finding specific answers to questions. Ask the first question below. Have the children read silently until they find the sentence that answers the question. Then have a child read the sentence aloud. Let the others decide whether the sentence selected really answers the question. Continue with the same procedure.

Suggested questions are: (153) What had Jerry always wanted to do? (154) Where did the bus go when it left the highway? (155) How much time did the children have to get to the place where they could catch the Deerfield bus? (156) Why was the airplane flying so low? (157) How long did the bus driver say he would be gone? (158) Who was the children's new friend?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the blends *fr*, *dr*

Visual and Auditory Discrimination: "One of the new words we read on page 153 began with the sound of *fr*. Do you remember what it was?" Write *free* on the blackboard as a key word. Add the words *friends*, *front*, *frog*, *from*. Have the children underline *fr* in each one. Then have one child pronounce each word while the others listen for the sound of *fr*. Use after page 158.

Develop *dr* in the same way with *drivers* as the key word. Additional words to use are: *dry*, *dropped*, *drove*, *drink*, *dress*, *drum*.

Word Building: Suggested words to use are:

For *fr*: *see* (*free*); *red* (*Fred*); *suit* (*fruit*); *night* (*fright*); *came* (*frame*); *down* (*frown*).

For *dr*: *will* (*drill*); *cried* (*dried*); *say* (*dray*); *wag* (*drag*); *top* (*drop*).

Contextual Application: Suggested sentences to use are:

The school children could go to the fair . . .
tree free see

They sold apples and other . . . at the fair.
fruit suit foot

Jerry knew a boy who was named . . .
Bed Wags Fred

Reviewing final *ch*

Use after page 158. *Visual Discrimination:* Write on the blackboard the known words *speech, each, lunch, much, reach, watch, catch*. Have the children underline the last two letters in each word.

Auditory Discrimination: Suggested words to use are: *both, beach, ranch, leash, with, patch, thresh, teach, bush, such, cloth, touch, which, birch*.

Word Building: Suggested words to use are: *ran* (*ranch*); *bird* (*birch*); *pat* (*patch*); *sun* (*such*); *in* (*inch*); *hat* (*hatch*); *it* (*itch*); *not* (*notch*).

Contextual Application: Suggested sentences to use are:

The driver did not patch the tire.

A large farm is sometimes called a ranch.

There were some birch trees near the road.

It was such an exciting day!

INTERPRETATION OF MEANING

Classifying words

Use after page 158. Write on the blackboard the words below in the arrangement indicated. Ask the children to read the two words in the first list at the left. Then have them find in the words beneath the lists another word which can be associated with these two words. Have a child write this word in the blank space. Repeat with the other lists.

highway	meadow	supper	remember	spoke
street	cornfield	lunch	think	said
....
pasture	dinner	road	called	believe

APPLICATION OF STUDY SKILLS**Following directions**

Write on the blackboard the paragraph below. Ask the children to follow the directions. Have the class evaluate each child's drawing for accuracy in following the directions. Use after page 158.

Draw a picture of a big flat meadow. Put a tree in the left part of the meadow. Make some low hills at the back of the meadow. Draw a big airplane flying low over the meadow. Draw a man running to help the plane.

Organizing story events in sequence

Write on the blackboard the sentences below. Have the children number them in the order in which the events occurred. Use after page 158.

At last the tire was changed.

Three men got out of the airplane.

The bus left the highway.

An airplane was flying low in the sky.

"My, my!" Jerry cried. "This will be a ride to remember."

The driver said, "We have a flat tire."

APPRECIATION**Discussing reactions of characters**

Write on the blackboard the sentences below. Ask the children to read each sentence and tell you which word describes how the particular character felt. Draw a line under the word. Have different children tell how they would have felt in similar circumstances. Use after page 158.

Jerry was glad he could stay for the fair this year.

The driver looked unhappy as he said, "We have a flat tire."

"We are too late now for the Governor's speech," said Polly, looking cross.

When the man said, "I am Governor Crane," the bus driver was so surprised that he almost drove off the road.

INDEPENDENT WORK:

Read and Do, pages 60-62.

The children may draw a picture according to directions given under APPLICATION OF STUDY SKILLS.

Write on the blackboard the words and sentences below. Ask the children to write the sentences and to choose one word which may be used to complete each of the first two sentences. Repeat for the other pairs of sentences. Discuss the two meanings of each word.

picked free late flat

Some things at the fair were

The children set the little bird

Polly said, "We will be . . . for Governor Crane's speech."

It was . . . at night when the children reached home.

The school bus . . . up the children at their homes.

The hired man . . . apples for Mr. Newman.

The tire on the bus was

Ned made a . . . stone hop over the water.

RELATED EXPERIENCES

Each child may draw or paint a picture of the type of vehicle in which he would most like to take a trip.

Demonstrate air pressure through a simple experiment. Ask a child to blow his breath into an empty paper bag which has been placed under a light-weight book. Let the others observe that the book moves. Guide the children to conclude that air pressure moved the book. Encourage them to discuss the effect of air pressure in a tire, and what happens when a tire is flat.

SUGGESTED STORIES AND POEMS

To be read by the children

"On the Bus," page 112, *I Know a Secret*, The John C. Winston Company, Philadelphia, 1940.

"Father's Surprise," page 129, *Henry and His Friends*, The World Book Company, Yonkers, New York, 1939.

To be read to the children

Poem: "The Green Bus," by James S. Tippet, *The Golden Flute* compiled by Alice Hubbard and Adeline Babbitt, The John Day Company, New York, 1932.

A Terrible Mistake

PAGES 159-163

BUILDING BACKGROUND

"Our next story is an old tale about a little mouse. It is called *A Terrible Mistake*. Did you ever make a terrible mistake? What was it?"

Let the children tell experiences in which they have made mistakes. Supplement by telling about an experience of this type which you have had.

DEVELOPMENTAL READING

Word Development: (*Mistake* was developed while building background.) "In this story we will read about a *cruel cat* that could *pounce* and *purr*. We will also read about a rooster that *flapped his wings* and *screamed*." Have the children note that *flapped* begins with the sound of *fl* as in *fly*. (See WORD RECOGNITION for development of the blends *fl*, *sl*.) "You will enjoy reading this story *because it is a good story*."

Pages
160-163
mistake
pounce
cruel
because
flapped
screamed
purr

Reading: (159) "Look at the picture. Can you find the cruel cat? Can you find the rooster that flapped his wings? Now find the little mouse. With whom is he talking? What do you think he is saying?" (160) "Read page 160 and find out what the little mouse is talking about." (161) "Did the little mouse think he saw a cat? How did he describe the creature he saw?" (162) "What did his mother tell him he had seen?" (163) "What was his mistake?"

Discussion: See INTERPRETATION OF MEANING AND APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread the story for the purpose of finding the characteristics (1) that caused the little mouse to think the rooster was a terrible animal and (2) that made him think the cat was a beautiful animal. List the characteristics on the blackboard, as:

<u>the rooster</u>		<u>the cat</u>
big	a big red thing on its head	pretty gray fur
strong	wings that flapped	four feet
cruel-looking	a voice that screamed	a fine long tail
long yellow legs		a low, sweet voice

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing *cl*, *bl*

Use after page 163. Write these words on the blackboard as headings: *cl*, *bl*. Read the words *climb*, *blew*, *black*, *clean*, *clothes*, *blue*, *clown*, *clam*. Call upon different children to write under the appropriate heading each word you pronounce.

Developing *fl*, *sl*

Use after page 163. "One of the new words in this story begins with the sound of *fl* as in *fly*. What is it?" Write *flapped* on the blackboard as a key word. Add the words *fly*, *floor*, *flat*, *flash*, *floats*, *flag*, *flew*, *flower*. Have the children underline *fl* in each one. Then have a child pronounce each word while the others listen for the sound of *fl*.

Use the following words for word building: *cap* (*flap*); *grow* (*flow*); *tip* (*flip*); *our* (*flour*).

Introduce *sl* by saying, "Can you remember any words which begin with the sound of *sl* as in *sled*?" Write *sled* on the blackboard and add other words beginning with *sl* as the children suggest them. Have them underline *sl* in each word.

Suggested words for word building are: *am* (*slam*); *cap* (*slap*); *fly* (*sly*); *at* (*slat*); *him* (*slim*); *stick* (*slick*); *ring* (*sling*).

Suggested sentences for contextual application are:

A rooster can . . . his wings.
pull flap hold

I use . . . to make a cake.
our lettuce flour

The cat was not fat. She was . . .
him slim black

Her fur was gray and . . .
stick hard slick

INTERPRETATION OF MEANING

Improving oral interpretation

Use after page 163. Through discussion and demonstration, help the children to appreciate the value of good diction, rhythm, and inflection in effective oral interpretation. Following the discussion, divide the class

into four groups. Assign a different page of the story to each group to be read silently in preparation for oral reading. Let two children from each group read the speeches of the little mouse and the mother mouse. After each page has been read orally, let the class discuss the following questions: (1) Were all the words pronounced correctly and clearly? (2) Was the reading smooth and evenly paced? (3) Were the speeches read with appropriate expression?

Discussing the lesson taught in an old tale

Tell the children that this old tale teaches a lesson that might be applied to people as well as animals. Ask them to think about the story and see if they can tell you what lesson it teaches. Help to generalize the lesson in some such sentence as: *You cannot always tell what a person is like from the way he looks.*

Use after
page 163.

APPLICATION OF STUDY SKILLS

Classifying words under a specific heading

Write on the blackboard the headings *sounds*, *buildings*, and *animals*. At one side write the lists of words below. Have the children tell you which words to write under each heading.

Use after
page 163.

purr	cock-a-doodle-doo	horse	mouse	possum	ting-a-ling
store	goroge	speech	voice	echo	shout
cat	hee-haw	shed	mule	house	barn

Following directions

Write on the blackboard the paragraph below. Ask the children to read and follow the directions.

Use after
page 163.

Draw a picture of the yard. Draw the little mouse in the middle of the yard. Draw the pretty gray cat near the mouse. Draw the big rooster that flopped his wings.

INDEPENDENT WORK:

READ AND DO, page 63.

The children may draw a picture to illustrate each of these riddles:

She has a long tail
And soft gray fur.
With a low, sweet voice
She says, "Purr, purr."

He has two yellow legs
And a red thing on his head.
His "Cock-a-doodle-doo"
Gets the farmer out of bed.

His ears are long,
 He is tall and black,
 When you laugh at him,
 He hee-haws back.

Write on the blackboard the sentences below. Have the children write the sentences on their papers and then write *Yes* or *No* after each sentence to indicate whether it is true or false.

The cat pounced upon the little mouse.
 The rooster screamed, "Cock-a-doodle-doo."
 The mouse ran home because he was scared.
 The little mouse made a mistake.

RELATED EXPERIENCES

The children may dramatize this story in their own words.

Introduce a music appreciation lesson, using the record "Mickey Mouse," Victor Record BC-3BK (8, 9, 10).

Let the children sing such songs as "The Rooster," by Harriet Ware, page 129, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"A Good Little Bear," page 65, *I Know a Secret*, The John C. Winston Company, Philadelphia, 1940.

"City Mouse and Country Mouse," page 228, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "The Gunnewolf," by Wilhelmina Harper, *The Gunnewolf and other Merry Tales*, David McKay Company, Philadelphia, 1936.

"The Country Mouse and the City Mouse," by Sara Cone Bryant, *Stories to Tell to Children*, Houghton Mifflin Company, Boston, 1907.

Poem: "The Chicken's Mistake," by Phoebe Cary, *Pieces for Every Month of the Year*, compiled by Lovejoy and Adams, Noble and Noble, New York, 1929.

How Reynard Lost His Tail

PAGES 164-169

BUILDING BACKGROUND

Guide a discussion concerning the children's experiences in seeing traps which are used to catch animals. If it seems desirable, show them a mouse trap and demonstrate how it works. Use the word *snapped* frequently during the discussion. Tell the children that farmers often find it necessary to use traps to catch foxes in order to protect their chickens. Explain that a fox trap would, of course, have to be much larger than a mouse trap.

DEVELOPMENTAL READING

Word Development: "You are going to read about *some traps*. One *trap snapped* and almost caught a bear when *he started* toward it." Pages 164-165
Have the children note that *traps* begins with the sound of *tr* as in *try*. (See WORD RECOGNITION for development of *tr*.) *Reynard traps snapped started*
"The main character in this story is not the bear, however. It is *Reynard*, the fox."
Have the children note that *Reynard* ends with the sound of *d* as in *had*. (See WORD RECOGNITION.)

Reading: (164) "Look at the picture. Which animal do you think is Reynard, the fox? What kind of animal is talking with Reynard? Read the page and find out what Reynard and Gray Wolf are saying." (165) "Was Reynard afraid of the trap? Did he go to Farmer Brooks' henhouse?"

Discussion: "Why wouldn't Gray Wolf go with Reynard? Why did Reynard think that traps could catch bears and rabbits, but not foxes?"

Word Development: "There were *some bushes* in the woods near Farmer Brooks' house, and Reynard was glad of it. We'll find out why. Reynard *sent* for some other animals. *They came faster* than he had expected." Pages 166-169
bushes sent faster

Reading: (166) "Did Reynard find a trap near the farmer's house? What happened as he turned away from it? What did he do then?" (167) "This page tells whom he sent for and what he did when they arrived." (168) "What was Reynard's plan? What did one old fox say?" (169) "What happened then?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story for the purpose of planning a dramatization. Help them to divide the story into three scenes. List the characters and scenes on the blackboard. Use the list later as suggested under APPRECIATION.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing *fr*, *dr*

Use after
page 165.

Write on the blackboard the two headings *fr* and *dr*. Ask a child to stand beside each heading. Say the word *frog*. The child who is standing beside the blend *fr* should point to it. Repeat with the other words. If a child fails to recognize the sound of his blend at any time, another child may take his place.

Suggested words to say are: *frog, drink, drove, from, free, dry, friends, dropped, driver, front, dress, drum, free, fry, drill, dread*.

Developing *tr*

Use after
page 165.

"One of the new words which we read on the first page of this story began with the sound of *tr* as in *try*. What was it?" Write *trap* on the blackboard as a key word. Add the words *train, truck, try, tray, trouble, tried, treasure*. Have a child underline *tr* in each one. Then pronounce the words and have the children listen for the sound of *tr*.

Suggested words for word building are: *cap (trap); stick (trick); back (track); made (trade); eat (treat); him (trim); blue (true)*.

Sentences suggested for contextual application are:

The fox was caught in a
house trap cage

Wags could do a
turn trick stick

Jerry told a . . . story.
blue hard true

Reviewing final *p*, *f*, and *d*

Ask the children to recall a word in the story which ends with the sound of *p* (*trap*), *f* (*himself*), and *d* (*Reynard*). Write the three words on the blackboard as headings and underline the final consonant in each one.

Say, "I'm thinking of a word that ends with *p*. It is a toy that spins. What is it?" When someone suggests the word, *top*, write it under the appropriate heading. Continue until several words have been written under each heading.

Reviewing the variants

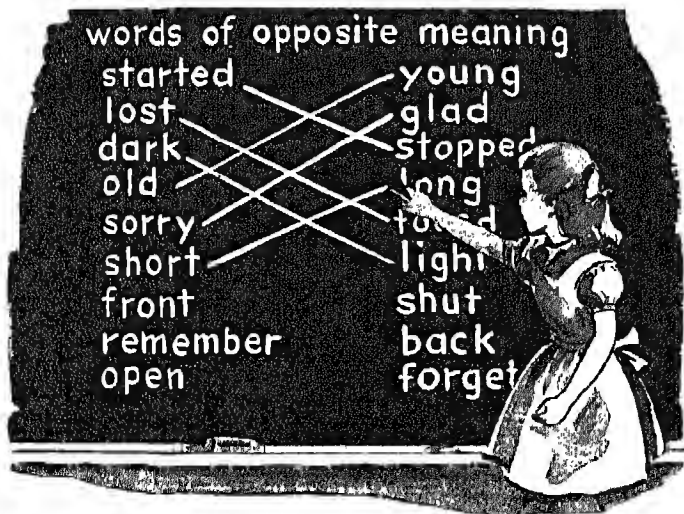
"Can you remember two words in this story that end with *es* as in *boxes*?" Start a column of words on the blackboard by writing *bushes*, *foxes*. Add the words *glass*, *pouch*, *lunch*, *speech*. Have the children add *es* to each one and read the new words.

Use after page 169.

INTERPRETATION OF MEANING

Selecting words of opposite meaning

Write the two columns of words as indicated in the illustration. Use after Ask a child to read the first word in the first column, find a word page 169. in the second column which is opposite in meaning, and draw a line connecting the two. Continue with the other words.



Sensing deeper story meanings

Use after page 169. Through discussion of the questions below, help the children to sense implications and draw conclusions not directly stated in the story.

Do you think that Gray Wolf was smart? Why? Do you think Reynard thought himself more clever than bears and rabbits? Why? Do you think that Reynard cared what the other animals thought of him? Why? Do you think Reynard was being honest when he made his speech to the other foxes? Why? Do you think that sometimes people act as Reynard did? Can you give an example?

APPLICATION OF STUDY SKILLS**Organizing speeches in sequence**

Use after page 169. Write on the blackboard the quotations below. Ask the children to tell you which speech was made first in the story. Write 1 at the left of the sentence. Continue in the same way until all of the quotations have been numbered.

"Farmer Brooks thinks he can catch me,
but he can't."

"Let's go hunting tonight."

"Oh, I see. Here is a trap."

"Let us all cut off our tails."

"I will stop here just a minute."

"The other animals will all laugh at me
because I have no tail."

"I am not afraid of traps."

Using the table of contents

Use after page 169. Have the children turn to the section, *At Hillside Farm*, in the table of contents. Read aloud the first sentence below and ask a child to read the title of the story from which the sentence is taken and the page on which the story begins. Repeat with the other sentences.

As time went on, other things seemed to talk.

"I have a telegram for you."

"I am not afraid of traps."

The voice answered, "Hello."

At last the tire was changed.

He came running home, just as scared as he could be.

APPRECIATION

Extending acquaintance with fables

Tell the children that this story is a fable. It is one of a group of fables believed to have been told by a man named Aesop. Explain that a fable is a story which is intended to teach a lesson. The characters in a fable are animals that talk and act like human beings. Ask the children what lesson is taught in the story, "How Reynard Lost His Tail." Help them to compose a statement of the main idea, as: *One should not make others suffer for his own misfortune.* Use after page 169.

Encourage the children to borrow a book of Aesop's fables from the school or public library and select a fable they would like to have you read to the class.

INDEPENDENT WORK:

READ AND DO, pages 64-66.

Write on the blackboard the sentences below. Have each child choose and illustrate one sentence.

Farmer Brooks had some nice fat hens.

Reynard hid in some bushes for a long time.

Reynard ran to the woods as fast as he could go.

Write on the blackboard the sentences below. Have the children number their papers and write beside each number the appropriate word to complete each sentence.

1. Farmer Brooks had some

traps Indians deer

2. As soon as it was dark, Reynard started for the

village henhouse wood

3. Reynard was

lonesome patient hungry

4. The trap cut off his beautiful

ear foot tail

5. Then Reynard ran to the

house woods barn

6. He sent for all the other

dogs mice foxes

RELATED EXPERIENCES

The children may draw or paint a mural showing scenes from the story.

They may compose a group poem with a title suggested by the story, such as "The Silly Fox."

They may tell other stories they have read about foxes.

They may dramatize this story according to plans made during REREADING.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Lion and the Mouse," page 32, "The Old Woman and the Fox," page 94, *It Happened One Day*, Row, Peterson and Company, Evanston, Illinois, 1938.

In Fableland, by Emma Serl, Silver Burdett Company, New York, 1911.

To be read to the children

Story: "The Fox and the Grapes," An Aesop Fable, *Favorite Stories Old and New*, compiled by Sidonie Matsner Gruenberg, Doubleday, Doran and Company, New York, 1942.

In Big Stores and Little Shops

ILLUSTRATION: PAGES 170-171

BUILDING BACKGROUND FOR THE SECTION

Post on the bulletin board attractive pictures of city streets with different kinds of shops and stores. Include a picture of a large department store. Place books about city life on the library table. Enter into the children's discussion of the pictures and books, and supply additional information.

Have the children turn to the table of contents and read the title of this new group of stories. Let them discuss what the title indicates about the stories in this section. Ask them to tell about any big stores or little shops they have visited.

"Now turn to pages 170 and 171 and look at the picture. Here is a city street, and here are two of the little shops we will read about." Help the children to read the names on the shop windows. Tell them that they will read a story about something interesting that happened in Shoemaker Stone's shop and also a story about the dry cleaner's cat. Call attention to the cat in the window and the kitten in the doorway. Have them note the basket in the window. Arouse their curiosity as to why it is there. Finally call attention to the traffic light, the policeman, and the boy and girl in the lower right-hand corner. Tell them that these children are Paul and Kay, two of the characters in the first story of this section.

The Dry Cleaner's Cat

PAGES 172-178

BUILDING BACKGROUND

"How many of you have gone with your father or mother to take clothes to the dry cleaner?" Ask the children to describe the dry cleaning shop which their father and mother patronize.

Let them tell what they know about methods of dry cleaning. Supplement with additional information. Explain, if necessary, that the word *dry* is used to indicate a type of cleaning in which some fluid other than water is used. Contrast with methods and materials used in washing clothes at a laundry.

DEVELOPMENTAL READING

Pages
172-173
cleaner's
Paul
Kay
row
tiny

Word Development: "The shops which we are going to read about in the first two stories were *in a row* with several other shops along the street. Some of the shops were large and some *were tiny*. The first story is about something that happened at the *dry cleaner's shop*. The children in the story are *Paul and Kay*." Have the children note that we hear only the *a* and not the *y* in *Kay*. (See WORD RECOGNITION for development of the vowel combinations *ay* and *ai*.)

Reading: (172-173) "Look at the picture. Here are Paul and Kay. And here is the dry cleaner's cat. How many kittens has she? Are they scattered about or walking in a row? Why is it dangerous for them to be out in the street? Read the first two paragraphs of the story to find out what has just happened. Where are Paul and Kay at the time? What did Kay say? Read the first two paragraphs on page 173 and find out how they happened to be at the crossing. Read the rest of the page and find out about the mother cat and kittens."

Discussion: "What were the lights that changed from green to red? Why did the cars stop when the lights changed? What is a crossing?"

Pages
174-178
safe
soft
(*Meow*)
business
only
laundry
chase

Word Development: "There was *only one dry cleaning shop* in town. There was *only one laundry*, too. They both had a *good business*. People who came to the dry cleaning shop liked the cats. When the cat came up to them and said, '*Meow*,' they would pet her. No one would ever *chase her away*. The dry cleaner liked the cat, too. And he liked the tiny kittens *with their soft fur*. They *were safe* in his shop."

Reading: (174) "Find out if the cat and kittens got across the street. What did Kay and Paul do? What did a man do and say?" (175) "Who was the man? Of what use was the basket in the window, and why did the cleaner keep the cats? How did Kay feel about the kitten she was holding?" (176) "What did Kay want to call the kitten? Read the conversation about Kay keeping the kitten." (177) "Did Kay's mother consent? What was Kay thinking on the way to the Dry Cleaning Shop? What happened when she and Paul reached the shop?" (178) "Why was the dry cleaner upset about the cat? Why was he glad to have Kay take one of the kittens? What did Kay say and do which shows that she was glad to have the kitten?"

SECTION V: IN BIG STORES AND LITTLE SHOPS [137]

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children try to recall the main events of the story in the exact order in which they occurred. List on the blackboard summary sentences describing the events as the children suggest them. Have the story reread to verify the list. Finally, through discussion, help the children to decide which sentence describes the most important event in the entire story.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the vowel combinations *ay* and *ai*

Visual and Auditory Discrimination: "We had a word in our story today in which *a* was followed by *y*." Write on the blackboard *Kay*. "Can you hear the *a* in this word? Can you hear the *y*?" Add the words *say*, *play*, *day*, *stay*. Have the children read each one and answer the same two questions. Use after page 173.

Guide the children to conclude that *a* is long and *y* is silent in words in which *a* is followed by *y*.

Repeat the procedure for *ai*. Suggested words to use are: *paint*, *pail*, *wait*, *tail*, *train*, *trail*, *rain*.

Word Building: Suggested words to use are:

For *ay*: *Key* (*Kay*); *clay* (*clay*); *we* (*way*); *me* (*may*); *see* (*say*); *he* (*hay*); *tree* (*tray*).

For *ai*: *ran* (*rain*); *but* (*bait*); *get* (*gait*); *man* (*main*).

Contextual Application: Suggested sentences to use are:

The girl's name was

Key Knee Kay

Paul made a kitten out of

sand clay clam

A cat and six kittens were crossing the . . . street.

man may main

Reviewing variants *ing*, *d*, and *ed*

Use after
page 178.

Write on the blackboard the lists of words below. Have the children write the endings indicated and read the resulting words. Most of these words are new variant forms which appear for the first time between pages 172-209. *Sneeze, move, howl, return, plow, pounce*, are added for review.

Make ing words Make d words Make ed words

cross	pounce	wheel
clean	chase	hammer
wink	use	howl
string	sneeze	return
rest	move	plow

Suggested sentences for contextual application are:

The cats were . . . the street.

cross crossed crossing

The man went into his dry . . . shop.

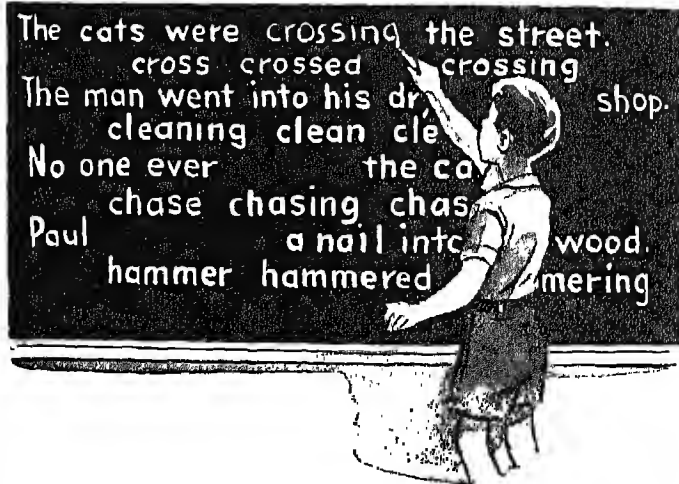
cleaning clean cleaned

No one ever . . . the cats.

chase chasing chased

Paul . . . a nail into the wood.

hammer hammered hammering



INTERPRETATION OF MEANING

Extending word meanings

Write on the blackboard the words and sentences below. Ask the children to read the first two sentences and then select one word that can be used to complete both sentences. Discuss the two meanings of the word. Repeat with the other sentences. Use after page 178.

crossing row safe soft hurt moved

The little kitten had . . . black fur.

It gave a tiny . . . purr.

The kittens walked in a . . . behind their mother.

The boys wanted to . . . their boat up the river.

The children ran to the . . . where the cars were waiting.

A cat and six kittens were . . . the street.

The dry cleaner was . . . when the cat went to the laundry.

The boy fell down and . . . his knee.

Kay hoped the little kitten had not . . . away.

Not a car . . . when the lights changed.

At last the kittens were . . . across the street.

The dry cleaner kept his money in a big . . .

Recognizing words of similar meaning

Write on the blackboard the sentences and words below. Ask the children to read the first sentence and tell you which word below the sentence has a meaning similar to that of the underlined word or words in the sentence. Repeat with the other sentences. Use after page 178.

Kay loved the little cat.

fawn kitten wildcat

The kittens held their little tails high.

tiny round long

People would stop and look at the cats in the window.

see remember watch

Kay spoke to her mother about the kitten.

whispered talked shouted

Every day the man had to run after the cat.

chose hunt follow

APPLICATION OF STUDY SKILLS

Organizing story events in sequence

Use after page 174. Write on the blackboard the sentences below. Have the children write them in the order in which the events occurred in the story.

At last the cat and her kittens were safe across the street.

All the cars and trucks and buses stopped.

Kay picked up a kitten with soft black fur.

A cat and six kittens were crossing the street.

Relating time phrases to specific dates

Use after page 178. Write on the blackboard the words and phrases below. Hang up a large calendar showing the current month. Show the children the current date on the calendar and write it on the blackboard, as: *March 12*. Ask the children to read the first phrase and tell you what date *the next day* would be. Write the date after the phrase. Repeat with the other words and phrases.

the next day	today	day after tomorrow	tonight
last night	tomorrow	in ten days	in three days

APPRECIATION

Telling personal experiences related to story incidents

Use after page 178. Write on the blackboard the names of different kinds of stores and shops. Have each child select a store about which he would like to tell the class. Suggest that the children include in their reports descriptions of the shop windows. A suggested list of stores is:

a candy store	a barber shop	a ten-cent store
a laundry	a music store	a fish market
a fruit and vegetable store		

INDEPENDENT WORK:

READ AND DO, pages 67-70.

Write on the blackboard the questions and answers below. Ask the children to write the first question, then the correct answer. Instruct them to continue in the same way. One answer is "a joker."

Why did the people begin to laugh?

Why did Kay and Paul get off the bus?

Why did the man like to have the little kittens in his window?

SECTION V: IN BIG STORES AND LITTLE SHOPS [141]

They wanted to find out what was so funny.

It was good for his business.

They wanted to get some ice cream.

The cat and her kittens looked funny crossing the street.

Write on the blackboard the question, words, and phrases below. Have the children write them, then select and underline the words and phrases which answer the question.

What do you think Paul and Kay could see near the street crossing?

a farm	six tiny kittens	a dry cleaning shop	some foxes
trucks	a cat	streets	people
a rooster	a river	store windows	cars
buses	a barge	a wolf	a barber shop
a cow	a fish store	a lake	drivers
a red light		children	

RELATED EXPERIENCES

Let the children make folding booklets showing different types of neighborhood stores and shops. Have each child fold two sheets of paper 12 X 18 inches to make pages 12 X 9 inches. The two folded sheets should be taped together making a folding booklet in the form of a W. The pictures may be drawn or cut from magazines.

Help the children draw a large map of their community showing streets, traffic signals, schools, homes, stores. If they live in the country, they may make a map of some little town near their homes.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Potato Man," page 161, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

"Long Ears, Bob Tail, and Fuzzy," page 114, *The Story Road*, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Stories: "Blackey Moves Her Home," by Georgene Faulkner, *The Story Lady's Book*, Small, Maynard and Company, Boston, 1921.

"How Spot Found a Home," by Lucy Sprague Mitchell, *Here and Now Story Book*, E. P. Dutton and Company, Inc., New York, 1921.

A Big Shoe for a Little Boy

PAGES 179-185

BUILDING BACKGROUND

Guide a discussion concerning experiences the children have had in visiting shoe repair shops. Ask them to describe the inside of a shoe shop, and to tell all the things a shoemaker can do to make an old pair of shoes look like new. Ask if any of the children have climbed up into the high chairs in a shoe repair shop to have their shoes shined. Tell them that the man who shines their shoes is sometimes called a *bootblack*. Ask if they can explain why.

DEVELOPMENTAL READING

Pages
179-181
*Shoemaker
finish
bootblack
wears
package
office*

Word Development: "The beginning of this story takes place in *Shoemaker Stone's shop*. Shoemaker Stone had *some bootblack chairs* in his shop." Have the children find and read the two separate words in *shoemaker* and *bootblack*. "The children in this story are Jack, Susan, and Dickie. When the story opens, Jack and Susan are asking Shoemaker Stone to *finish some shoes*. They want him to put the shoes in a *package*. While they are in the shop, Shoemaker Stone shows them a lovely evening slipper and says, '*She who wears this shoe must dance.*' The children finally start home, and something interesting happens in front of the *post office*."

Reading: (179) "Look at the picture. Here are Susan and Jack. To whom are they talking? Read and find out why they wanted Shoemaker Stone to finish the shoes." (180) "To whom did the shoes belong? Why didn't Shoemaker Stone get them right away? What did the children do while they waited? What did Shoemaker Stone give Jack? Why was Jack surprised?" (181) "What did Shoemaker Stone say about Dickie and the boot? What happened in front of the post office?"

Discussion: "How did Susan explain why the little boy never went out? What is the difference between a shoe and a boot? What do you think Shoemaker Stone meant when he said, 'He who wears that boot must ride?'"

Pages
182-185
knocked

Word Development: "It was a long way to Dickie's home but Jack didn't get tired of carrying the big package. He was big and strong. He was *not weak*." Have the children note the sound of *k* at the end

SECTION V: IN BIG STORES AND LITTLE SHOPS [143]

of *weak*. (See WORD RECOGNITION.) "Jack carried the package *very weak* *carefully*. When he and Susan arrived at Dickie's house, *they knocked U.S.S.* on the door. We are going to read about *a ship*. The ship was called *Washington*. A flag *waved proudly* above this ship. Someone *carefully* gave *a salute*. We'll find out who he was." *ship*

Reading: (182) "Let's turn to page 182 and find out what favor Policeman Downs promised the children. What happened when the children reached Dickie's home?" (183) "Look at the picture. Who do you think this boy is? Why do you suppose he is in a wheel chair? What is printed on the back of the chair? Why do you suppose that name is there? Read the page and find out why Dickie is in the wheel chair." (184) "What was Dickie pretending about his chair and himself? What did Jack and Susan do to help Dickie? What happened when they met Policeman Downs?" (185) "What happened at the parade?" *salute*
proudly

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story to find specific answers to such questions as the following: (179) Why did Jack and Susan want Shoemaker Stone to finish the little boy's shoes fast? (180) What did Shoemaker Stone say that made Jack and Susan wonder about their own shoes? (181) Where did Jack and Susan meet Policeman Downs? (182) On which floor of the apartment house did Dickie live? (183) What was painted on the back of Dickie's wheel chair? (184) How did Jack and Susan get Dickie's chair down to the street floor? (185) What did Dickie do when the flag came by?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing final *k* and *s*

Write on the blackboard *k* and *s*. Read each of the following words and have the children decide with which letter it ends: *weak*, *wears*, *knock*, *shoes*, *Downs*, *walk*, *walks*, *swings*, *hiss*, *whistles*, *trunk*, *desk*, *croak*, *moves*. Write each word under the appropriate heading. Use after page 182.

Recognizing compound words

Use after page 181. The important compound words in *Section V* are: *sidewalk, South-west, workmen, playground, seesaws, sandboxes, Shoemaker, bootblack, police-man, sometimes, something, nowhere*. Write these words on the blackboard. Have the children underline and read the two words in each compound word, and then read the word as a whole.

Recognizing small words within words

Use after page 181. Parts of known words which appear for the first time on pages 180-199 are: *boot, maker, lazy, start*. Have the children find, underline, and read each of these words in the following known words: *boot-black, Shoemaker, lazybones, started*.

INTERPRETATION OF MEANING**Interpreting abbreviations**

Use after page 183. Write on the blackboard *U.S.S. Washington*. Tell the children that *U.S.S.* stands for *United States Ship* and is used on vessels that belong to the United States government. Ask the children to name battleships that are named after states. As they do so, write the names on the blackboard, as: *U.S.S. California, U.S.S. Missouri*.

Sensing deeper story meanings

Use after page 185. Guide the children in a discussion of these questions: Why do you think Jack and Susan went to get the little boy's shoes? How is a boot different from a shoe? Why were the children surprised when the shoemaker gave them such a big package? What do you think the shoemaker meant when he said, "He who wears that boot will walk like a man"? If Jack and Susan had gone to the parade by themselves, do you think they would have been able to sit on the post office steps? Why? What shows that Dickie was a brave little boy? Why do you think Dickie saluted the flag so proudly? How do you think the boot helped Dickie to walk? Can you describe the flag that Dickie saluted?

APPLICATION OF STUDY SKILLS**Classifying words under a specific heading**

Use after page 185. Write on the blackboard the headings, *workers* and *buildings*, and the words below. Have the children tell you under which heading to write each word or words.

farmer, shoemaker, bootblack, post office, dry cleaner, garage,

SECTION V: IN BIG STORES AND LITTLE SHOPS [145]
driver, house, school, shop, policeman, henhouse, fireman

APPRECIATION

Appreciating character traits

Have the children read the parts of the story which show (1) that people were kind to Dickie; (2) that Dickie was courageous; (3) that he was patriotic. Discuss each of the traits with the children. Use after page 185.

INDEPENDENT WORK:

READ AND DO, pages 71-74.

Write on the blackboard the sentences below. Have the children draw the shoe or boot referred to in each sentence.

He who wears that boot must ride.

She who wears this shoe must dance.

He who wears this shoe must work in an office.

They who wear these boots must be firemen.

Write on the blackboard the words below. Have the children write the words in pairs according to opposite meanings.

weak, soft, tiny, cruel, water, ask, back, head, new
kind, strong, big, answer, foot, old, land, front, hard

RELATED EXPERIENCES

The children may tell of their experiences in doing something to help children who are ill or lame.

Let the children have a flag parade. Play a march such as, "Stars and Stripes Forever," by John Philip Sousa. (Bluebird Record Number B5623.)

SUGGESTED STORIES AND POEMS

To be read by the children

"What Henry and Ann Saw," page 81, *Henry and His Friends*, World Book Company, Yonkers, New York, 1939.

"On Your Feet," page 142, *Under the Roof*, The University Publishing Company, Lincoln, Nebraska, 1941.

To be read to the children

Story: "The Cobbler's Tale," by Elizabeth Orton Jones, *Told Under the Magic Umbrella*, The Macmillan Company, New York, 1939.

Little Blue Flower

PAGES 186-194

BUILDING BACKGROUND

Ask the children to tell their experiences in visiting a big *department store*. Develop the idea that a department store is so named because the store is divided into departments, in each of which a different type of merchandise is sold. Mention, for example, the furniture department, the toy department, the shoe department.

If the children have never seen a big department store, describe one to them and tell some of your own experiences in shopping there. If necessary, explain how one goes from floor to floor in an elevator. Ask if any of the children remember the first time they ever rode in an elevator and how they felt.

DEVELOPMENTAL READING

Pages
186-189
weaving
rugs
led
department
brother
bought
swish

Word Development: "We are going to read about a little Indian girl named Blue Flower. She and *Little Brother* lived with their father and mother in the Southwest. Their mother spent much time *weaving rugs*. Blue Flower's home was in the country. Some of the neighbors there had goats which their boys *led* to pasture every morning." Have the children note that the *e* in *led* has a short sound, that it doesn't say its own name. (See WORD RECOGNITION for development of long and short *e*.) "Once Blue Flower went to the city. She enjoyed watching the cars on the streets. Have you ever noticed the swishing sound of the tires as a car goes past? Blue Flower liked to hear cars *swish past her*. She went to a *department store*, too. Do you suppose *she bought anything*?"

Reading: (186) "This page tells several things which Blue Flower was not doing. What were they?" (187) "Where was Blue Flower? How did she happen to be there?" (188) "What did Blue Flower and her mother talk about while they were eating breakfast?" (189) "What interested the people in the city? What interested Blue Flower?"

Discussion: "Where in the city do you think Blue Flower was when she looked out of the window in the morning? Why did she happen to think about goats and cows? How would her father and mother make money to pay for the trip?"

SECTION V: IN BIG STORES AND LITTLE SHOPS [147]

Word Development: "While Blue Flower was in the city, she *rode up and down* in an elevator. She thought this was *wonderful*. She had many other interesting experiences also. Part of the time *she was frightened*. Part of the time *she smiled*." Have the children note that *smiled* begins with the sound of *sm* as in *small*. (See WORD RECOGNITION for development of *sm, sn*.) "We are going to read about a tool which Blue Flower's father used to bore holes in pieces of silver. The tool is called *a drill*."

Pages
190-194
smiled
frightened
wonderful
drill
rode

Reading: (190) "What was one thing Blue Flower enjoyed? What frightened her?" (191) "What happened in the elevator?" (192) "How did the elevator man help Blue Flower to overcome her fright?" (193) "What interested Little Brother? What was Blue Flower still thinking and talking about?" (194) "Find out about more fun Blue Flower had in the elevator."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Write on the blackboard the two headings, *An Indian Village* and *A Large City*. Have the children reread the story for the purpose of selecting items which might be classified under each heading.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing long and short e

Visual and Auditory Discrimination: "There were some words in our story in which *e* said its own name. One of them was *green*. That word has a double *e*. There were some other words in which only one *e* said its own name. One of these words was *he*. There was a new word in which *e* was short as in *red*. Do you remember it? Yes, *led*."

Use after
page 189.

Write in a column on the blackboard, *he, me, we, be, she*. Have the children underline the *e* in each word. Ask different children to pronounce the words while the others listen to hear *e* say its own name. Explain that when *e* says its own name, it is called *long e*.

Repeat with these words: *green, street, keep, bee, see, feet, tree*. Explain that double *e* usually sounds like long *e*.

Use the same procedure to give practice on short *e*. Suggested words to use are: *led, red, get, set, let, Ned, end, nest*.

Pronounce the words *met, cheese, led, seen, meet, free, sent, left, green, rest, bell, desk, freeze, speech, meet, set, shed*. Have the children clap each time they hear a word with long *e*. Repeat for words with short *e*.

Word Building: Suggested words to use are: *by (be); my (me); friend (free); ship (sheep); ball (bell); man (men); pat (pet); sat (set); and (end)*.

Contextual Application: Write on the blackboard the groups of sentences below. Have the children choose a short *e* word to complete the second sentence in each of the first two groups and a long *e* word to complete the second sentence in each of the last two groups.

The Indian boys took good care of their goats.
They . . . them to pasture every day.
seemed take led
Blue Flower was walking to school.
She started running when she heard the . . .
wheel bell bee

Blue Flower's father had some goats.
He had some . . . , too.
hens nests sheep
Mother said, "Finish your breakfast.
Then . . . will go to the store."
men we I

Reviewing long and short *i*, *o*, *u*

Use after
page 194

Visual and Auditory Discrimination: Write on the blackboard the following words: *nice, tiny, drill, hired, sit, it, ice, dig, high, ship, tired*. Read the words and have the children clap once every time they hear the sound of short *i*. Repeat for long *i*.

Write the two headings *swish* and *smile*. Have different children write a word containing short *i* under *swish* and a word containing long *i* under *smile* until all of the words have been classified.

Repeat for long and short *o*, and long and short *u*, using the key words *top* and *rode*; and *rug* and *use*, respectively. Suggested words to classify are:

For *o*: *dollars, those, spoke, spots, copy, roll, not, low, open, most, hope*.
For *u*: *mule, much, up, Sue, lunch, shut, buck, suit, truck*.

Developing the consonant blends *sm* and *sn*

Visual Discrimination: Suggested words to use are:

Use after
page 194.

For *sm*: *smiled, small.*

For *sn*: *snapped, sneeze, snow.*

Auditory Discrimination: Suggested words to use are:

For *sm*: *smoke, smaller, shore, storm, shovel, smooth.*

For *sn*: *snail, snow, storm, shovel, snake, snap, smoke, snatch.*

Word Building: Suggested words to use are:

For *sm*: *pile (smile); tell (smell); part (smart).*

For *sn*: *cap (snap); tail (snail); catch (snatch); take (snake).*

Contextual Application: Suggested sentences to use are:

Blue Flower gave her brother a happy . . .

pile smile some

Little Brother was a . . . little boy.

part smart cross

One day Blue Flower saw a long . . . in the pasture.

snake smoke take

INTERPRETATION OF MEANING

Sensing cause-and-effect relationships

Discuss with the children the following questions: Why was Blue Flower far away from her home? Why was she surprised to find that milk was brought to the city in cars? Why did Mother carry Little Brother when they reached the street? Why did people on the street stop and look at the Indian family? Why was Blue Flower frightened in the elevator? Why was Blue Flower more interested in riding in the elevator than in watching her father and mother work?

Use after
page 194.

Interpreting phrases

Discuss the meaning of the phrases below.

Use after
page 194.

her own Indian village

weaving rugs

that winking eye

like an Indian village

at work with his drill

right in the middle of the big city

the little girl in her Indian dress

the floor going up under her feet

the floor going out from under her feet

sat down hard when the car stopped

APPLICATION OF STUDY SKILLS

Locating specific sentences

Use after Write on the blackboard the questions below. See how quickly the
page 194. children can find in their books the sentence which answers each one.

What color were Blue Flower's eyes?
 Why had Mother come to the big city?
 Why had Father come to the big city?
 How old was Little Brother?
 Into what building did Mother take Blue Flower?
 What did Blue Flower do when the elevator started up?
 What had Father made in a part of the store?
 Why did Blue Flower like the elevator?
 How far up in the building did Blue Flower ride?
 What did the floor do when the elevator started down?

Locating additional information

Use after Have the children look in books on the library table for pictures
page 189. and stories which will add to their information about Indians.
 Let some of the children read to the class the stories they select.

APPRECIATION

Appreciating contrasting points of view

Use after Help the children to appreciate the contrast in the point of view
page 194. of the city people and the Indians by having them discuss the following questions: Why did the Indians find the big city interesting? Why did the city people find the Indians interesting?

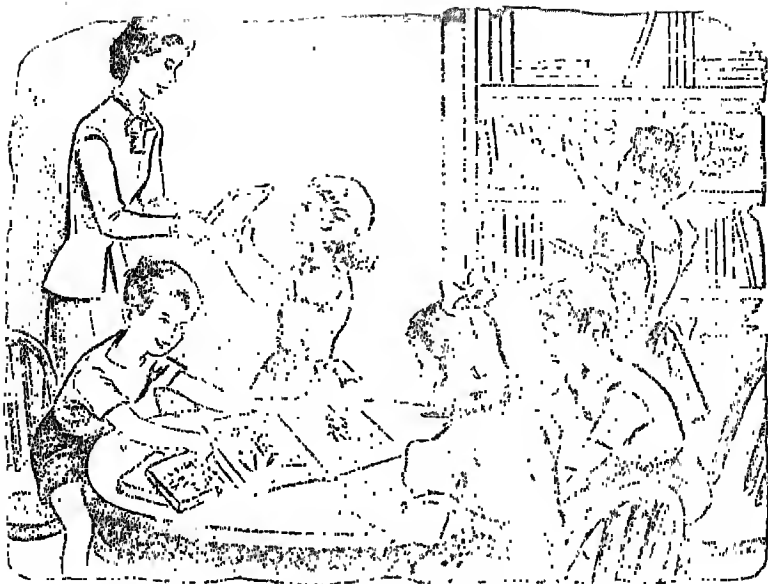
INDEPENDENT WORK:

READ AND DO, pages 75-78.

Each child may make a scrapbook of pictures illustrating Indians and the way they live. The pictures may be drawn by the children or cut out from magazines.

Have the children write the compound words below and then write the two separate words in each one.

Southwest	something	henhouse	highway
everything	sidewalk	himself	nowhere
upstairs	chickenhouse	cornfields	treetop



RELATED EXPERIENCES

The children may arrange an exhibit of objects made by Indians to develop an appreciation of Indian crafts. For further study see *The Book of Indian Crafts and Indian Lore*, by Julian Harris Salomon, Harper and Brothers, New York, 1928.

Let the children make gift necklaces by stringing together short pieces of macaroni which can be dipped in paint.

Show the following motion pictures to the children: "Navajo Indian," 400 feet, technicolor; and "Hopi Indian," 400 feet, technicolor. (Coronet Production, Glenview, Illinois.)

SUGGESTED STORIES AND POEMS

To be read by the children

"A Funny Ride," page 39, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1940.

"Shopping in the City," page 179, *Friends Here and Away*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

To be read to the children

Poem: "Indian Children," by Annette Wynne, *Sung Under the Silver Umbrella*, The Macmillan Company, New York, 1935.

Indian Signs and Pictures

PAGES 195-199

BUILDING BACKGROUND

If possible, bring an Indian rug or blanket and some pieces of Indian jewelry to the classroom; or show the children some large colored pictures of these examples of Indian craft. Have them note the designs and the workmanship in the jewelry and the interesting designs and colors used in the weaving. Ask them to name some of the objects represented in the designs. Show them pictures of Indians weaving rugs or blankets, and explain briefly the process of weaving on a loom.

DEVELOPMENTAL READING

Pages
195-199
necklace
beautifully
meaning
same

Word Development: "We are going to read about *Indian Signs and Pictures*. The signs and pictures which Indians use in making their rugs and jewelry usually have a meaning. *The same man* who was in our last story is in this selection. He is Blue Flower's father." Have the children note that *same* ends with *e* and *a* is long. (See WORD RECOGNITION for development of the principle of final *e*.) "When you have done something very well, does anyone ever say to you, 'You did that beautifully?' Blue Flower's father worked beautifully with silver. He made a necklace which was beautifully shiny."

Reading: (195) "How did Blue Flower's father make the necklace?" (196) "Why did Indians of long ago use pictures instead of writing? What were some of the things they pictured?" (197) "What is the meaning of each of the different signs and pictures on this page? Could Blue Flower's father write words?" (198) "Find out what some of the signs in the rug mean." (199) "Find out how names were sometimes pictured."

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread the story to check their recall of specific facts. Ask a question and have a child answer it from memory. Then have the class find and read the part which answers the question. Let one child read this part orally. The class may decide whether or not each question was answered accurately from memory.

Suggested questions are: What were all the things that Blue Flower's father did to make a necklace from pieces of silver? Why did the Indians use signs and pictures? Did all Indians use the same signs? What kinds of pictures did the Indians of the flat lands make? What kinds of pictures did almost all Indians make? Do the Indians of today use signs and pictures when they write? How did Blue Flower's mother use pictures? How did the Indians write a man's name?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Becoming aware of the principle of final *e*

Visual and Auditory Discrimination: Write on the blackboard the headings and words below. Use after page 198.

<u>short vowel</u>	<u>long vowel</u>	at	hop	hid	us
		ate	hope	hide	use

Have the children read each pair of words and then tell you under which heading to write each word. Guide the children to observe that each word under the first heading has only one vowel. Have them find and name the vowel in each word.

Have the children find, name, and count the vowels in each word under the second heading. Have them also note that all of these words end with *e* but that the *e* is silent. Explain that when a word ends with *e*, the *e* is called final *e*. Help them to become aware of this fact: When a word contains two vowels, one of which is final *e*, the first vowel is usually long, and the final *e* is silent.

Word Building: Write on the blackboard *cap, can, hat, not, pan, tub*. Have the children read each word, add *e* to it, pronounce the resulting word, and then check to see if the principle applies.

Contextual Application: Write on the blackboard the sentences and words below. Have the children read the sentences and supply the correct word for each blank space. Have them apply the principle of final *e* in each case.

Blue Flower's father could write a . . . with words.
not note

Blue Flower's father knew how to . . . a drill.
us use

Reviewing hyphenated words

Use after page 196. Write the words *far-off* and *free-for-all* on the blackboard and see if the children can tell what they mean. Then write the words and incomplete sentences below. Have the children read the sentences and select two or three of the words to form a hyphenated word which will complete each one. Write the word in the space as the children suggest it.

all Hee far a ting free off ling haw for
A mule says, "..."
The Indians made pictures of the ... hills.
When a telephone rings, it goes
The race for home was a

INTERPRETATION OF MEANING

Applying ideas gleaned from the story

Use after page 199. Ask the children to suggest a name which tells something about each child in the group, such as: Boy Who Runs Fast, Many Curls, Comes to School Late, Singing Beautifully. Have the children suggest a picture for each name.

Detecting irrelevant words

Use after page 196. Write on the blackboard the words below. Have the children read each group of words and cross out the word which does not belong in the group.

necklace	drill	meaning	cleaner	ship
ring	hammer	wonderful	bootblack	boat
pin	rode	good	rugs	barge
drill	saw	fine	shoemaker	brother
tiny	thunder	go	hammer	steps
soft	rain	finish	drill	speeches
small	lightning	stop	nail	ladder
little	bird	end	trail	elevator

APPLICATION OF STUDY SKILLS

Recalling details of illustrations

Write on the blackboard the list of words and phrases below. Ask a child to draw on the blackboard the Indian sign for the first phrase. Then have the class find the sign in the book and decide whether or not the child has selected the correct sign and drawn it accurately. Repeat with the other words and phrases.

day and night	tree	lightning
man	resting place in trail	trail
horse	high hill	sun

INDEPENDENT WORK:

Read and Do, page 79.

Write each paragraph below on a large chart. Leave about six inches between lines. Have the children make Indian pictures or signs to represent the parts which are underlined. Let each child contribute a picture to be pasted on the chart above each underlined portion.

One day a man was walking along a trail looking for his horse. Soon he came to a high hill. He thought he would stop and rest under a tree. He found a good resting place in the trail and sat down.

He stayed there so long that when he got up, the sun had gone down. He had to go home without his horse. The other Indians gave him a name. They called him Lazy Boy.

Write on the blackboard the paragraph below. Ask the children to follow the directions.

Draw a picture of an Indian necklace. Put five silver pieces on the necklace. Make blue stones between the silver pieces. Make one of these pictures on each piece of silver: a man, a horse, a thunder bird, a sun, a tree.

RELATED EXPERIENCES

The children may draw or paint a design for an Indian rug, using some of the signs or pictures illustrated in their books.

Ask the children to suggest instances in which we still use pictures and signs to represent ideas. Let them draw on the blackboard the pictures and signs mentioned. Some of the more common representations are: skull and crossbones (poison); a pole striped with red, white, and blue (a barber shop); bell (telephone); four-leaf clover (good luck); roadside warnings (curve, double curve, crossroads); a clock (watch repair shop).

They may sing such songs as "Playing Indians," by Anne Matheson, page 56, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Lucky Stone," page 154, *Friendly Village*, Row, Peterson and Company, Evanston, Illinois, 1941.

"An Indian Water Jar," page 189, *We Grow Up*, The Macmillan Company, New York, 1939.

To be read to the children

Story: "An Indian Legend of the Wind," by Georgene Faulkner, *The Story Lady's Book*, Small, Maynard and Company, Boston, 1921.

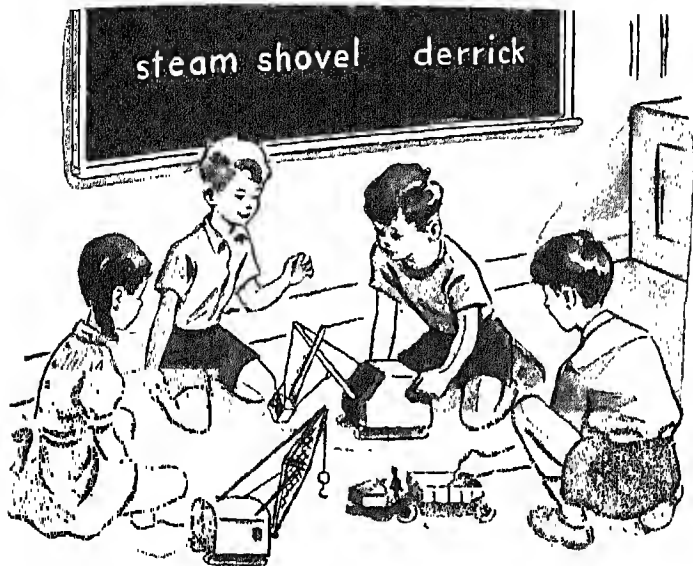
Poem: "Corn-Grinding Song," Zuñi Indians, translated by Natalie Curtis, *Sung Under the Silver Umbrella*, Association for Childhood Education, The Macmillan Company, New York, 1935.

The Shovel and the Derrick

PAGES 200-209

BUILDING BACKGROUND

Ask any children who have toy dump trucks, steam shovels, and derricks to bring these toys to school and demonstrate how they operate.



Explain, if necessary, that a steam shovel is used to dig a large hole in the ground for the foundation of a building and that a derrick is used for hoisting and swinging heavy objects into place.

Have the children turn to page 200. Help them identify the shovel, itself, as well as the cab where the steam is made to operate the shovel. They should realize, of course, that the eyes on the shovel are imaginary and conclude that this is a make-believe shovel.

DEVELOPMENTAL READING

Word Development: "Our new story is about a quarrel between a make-believe *derrick* and *steam shovel*. They were helping to make a big building. The derrick *lifted big beams* as high as the *smokestacks*." Pages
200-203
derrick

steam
dug
lifted
beams
smoke-
stacks
deeper
higher

Have the children note that *a* follows *e* in *beams* and that *e* is long and *a* is silent. (See WORD RECOGNITION for development of the vowel combination *ea*.) "The steam shovel *dug deep* down into the earth. The quarrel started when the steam shovel said that it could *dig deeper* than the derrick could go high. Of course the derrick thought that it could *go higher* than the shovel could dig deep. We'll find out how the quarrel ended."

Reading: (200) "Here is the picture of the steam shovel at work. I suppose it has its eyes on the derrick." (201) "Read how the shovel worked and what the truck did." (202) "Find out what the derrick and shovel said to each other." (203) "The quarrel continued. Find out what happened."

Discussion: "Why is this shovel called a *steam* shovel? What is a beam? What is a smokestack? Why did the shovel begin to work faster?"

Pages
204-209
half
lean
subway
rumbling
dreadful
pool
swings

Word Development: "Have you ever seen a building that was so tall you had to *lean back* in order to see the top of it? Have you ever been down in a *subway* where trains travel under the ground? They make a *dreadful* noise as they *go rumbling* along. I know that you have seen a playground with a *pool* and *swings*. You will read about all of these things in the rest of the story." Have the children note that *swings* begins with the sound of *sw* as in *swim*. (See WORD RECOGNITION for development of *sw*.) "We haven't read *half* of the story yet. The best part is yet to come."

Reading: (204) "Some of the implements went on strike. They decided to work no more. Which ones were they? Read the rest of the page and find out how the quarrel went on." (205) "The workmen went home. Why? What did the boys and girls do?" (206) "What did the airplane say? The subway? Did the shovel and derrick ever stop working?" (207) "Something dreadful happened. What was it?" (208) "What became of the place where the shovel and derrick had been working?" (209) "Did the quarrel ever stop?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of deciding which parts could really happen and which parts are make-believe. After each page has been read silently, call upon one child to read the parts that could really happen, and another, the parts that are make-believe.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the vowel combination *ea*

Write on the blackboard *beams, stream, beast, each, reached, clean, meal, weak*. Have the children read the words. Then have *ea* underlined in each word. Ask the children which vowel they can hear in each word and which one is silent. Guide them to conclude that *e* is long and *a* is silent in each case. Use after page 203.

Becoming aware of the principle governing *ay, ai, ea*

Write on the blackboard the headings and list of words below. Use after page 203.

ea ay ai

nail, each, train, day, eat, pail, rain, reached, beam,
stay, steam, play, meat, say, tail, hay, trail

Write the words under their respective headings as the children tell you where to place each one.

Have the children read each word in the first list resulting from the above classification and tell which vowel they can hear. Repeat with the other lists.

Guide the children to become aware of this fact: When the vowels *ea, ay, or ai* are together in a word, the first vowel is usually long and the second is silent.

Reviewing the consonant blends *sm, sn*

Suggested words to use for word building are:

For *sm*: *part (smart); all (small); while (smile); tell (smell)*.

For *sn*: *crow (snow); tail (snail); lake (snake); cap (snap)*.

Use after
page 209.

Use after
page 209.

Auditory Discrimination: Suggested words to use are: *sweep, slow, snap, swarm, swine, swat, snore, sleep, swell.*

Word Building: Suggested words to use are: ring (*swing*); warm (*swarm*); keep (*sweep*); feet (*sweet*); tell (*swell*); lift (*swift*).

Contextual Application: Suggested sentences to use are:

The workmen made . . . on the playground.
sings swings

The children could not . . . in the pool.
swim sand

The steam shovel said, "The trucks are not as . . . as I am."

Selecting the right definition for a word in context

Use after
page 204.

Write on the blackboard the sentence and definitions below. Have the children read the sentence and the two definitions. (Tell them the word *hit*). Ask them which definition is correct for the underlined word in the sentence. Discuss the two meanings of *struck*. Have the children suggest other sentences using both meanings.

The trucks had no rest, so at last they struck.
struck: stopped working; hit something

Interpreting phrases

Use after
page 206.

Discuss with the children the meaning of the underlined phrases in the sentences below.

The derrick lifted big beams into place.

The great beams held up the new building.

The derrick could go as high as the smokestacks.

The trucks had no rest, so at last they struck.

"I am half way through the world," shouted the shovel.

SECTION V: IN BIG STORES AND LITTLE SHOPS [161]

"I am half way to the sky," answered the derrick.

A subway train went rumbling along down under the street.

APPLICATION OF STUDY SKILLS

Classifying words under a specific heading

Write on the blackboard the heading, *playground*, and the list of words below. Ask the children to read the words and tell you which ones are names of things usually found on a playground. Write the words under the heading. Use after page 209.

shovel	sandboxes	smokestacks	trucks	derrick	seesaws
pool	workmen	beams	swings	children	toy boats

Finding page numbers

Write on the blackboard the numbers 7, 21, 120, 201. Have the children write these numbers in a column on the left side of their papers. Divide the class into two groups. Ask them to see how quickly they can find and write on their papers the name of the story that begins on each of these pages. The group whose members finish writing all the titles first wins. Use after page 209.

APPRECIATION

Noting the mood expressed in story passages

Have the children discuss the funniest and the most exciting parts of the story. Let different children tell why they think certain parts are funnier than others or more exciting than others. Help them to appreciate the humor and the novelty of having inanimate objects talk and act as though they were people. Use after page 209.

INDEPENDENT WORK:

READ AND Do, pages 80-83.

Write on the blackboard the phrases below. Have the children write on their pages sentences made by combining each phrase in the first column with a phrase in the second column.

The derrick	took the dirt away.
The steam shovel	lifted things up.
The truck	dug down into the ground.
The great beams	were high up in the sky.
The smokestacks	held up the new building.

Write on the blackboard the headings and list of words below. Have the children write the headings and classify the words according to the initial blend in each one.

smsnsw

swings, smokestacks, snow, smiled, swam, swish,
small, snapped, sweater, sneeze, sway, sweet

RELATED EXPERIENCES

Take the children for a walk to see a new building under construction.

Let them draw a comic strip illustrating this story.

Encourage them to create a simple song about the steam shovel and the derrick, such as:

Steam shovels dig deep

do¹ sol sol mi do²

Down where moles sleep.

do mi re do

Derricks lift high

do mi sol do

Up where birds fly.

do do ti do

SUGGESTED STORIES AND POEMS

To be read by the children

"How a Building Is Made," page 50, *We Grow Up*, The Macmillan Company, New York, 1939.

"The Big Shovel," page 195, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "Big Fellow's First Job," by Dorothy Walter Baruch, *Favorite Stories Old and New*, compiled by Sidonie Matsner Gruenberg, Doubleday Doran and Company, New York, 1942.

Mike Mulligan and His Steam Shovel, by Virginia Lee Burton, Houghton Mifflin Company, Boston, 1939.

¹ High *do*.

² Low *do*.

SECTION VI

Uptown and Downtown

ILLUSTRATION: PAGES 210-211

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the table of contents and read the title of the new group of stories, *Uptown and Downtown*. Discuss the meaning of this title and lead the children to conclude that the stories are about things that happened in different parts of a big town. Explain that in some cities people use the expression, "downtown," when they are referring to the business section, but that in other cities "uptown" and "downtown" simply indicate opposite directions. Have the children tell what "uptown" and "downtown" mean in their town. If they live in the country, have them tell what these terms mean as applied to the town nearest to them.

Ask the children to look at the picture on pages 210-211. Guide them to the conclusion that the city which they see is located on a big river. If they are not familiar with ferryboats, indicate the ferryboats in the picture. Explain that a ferryboat is a boat which is used to carry people and cars across a narrow body of water such as a river. Call their attention to the ferryboat building and explain that people and cars have to pass through this building in order to board the boat. Have them note that one end of the boat seems to be slightly under the roof of the building. Explain that when the boat is docked, the floor of the first deck fits into the floor of the building, so that one can scarcely tell when he leaves the building and enters the boat.

"The two boys at the left of the ferry building are Don and Bob. You'll read an interesting story about their ferryboat ride."

Too Cold for Toby

PAGES 212-222

BUILDING BACKGROUND

Guide a discussion concerning the children's experiences with pets. Let them tell where they got their pets; whether or not they kept them in pens, and if so, what kind of pens; what they fed their pets; and how they kept the pets warm during cold weather.

DEVELOPMENTAL READING

Pages

212-214

Bob

bell

kinkajou

bite

curled

carrot

puppy

Word Development: "The new boy in this story is named *Bob*." Have the children note the sound of *b* at the end of *Bob*. (See WORD RECOGNITION.) "He went to a pet shop one day. When he opened the door, a *bell* began to ring. He saw an animal *curled down* in a man's arms. The animal ate half of a *carrot* without *dropping* a bit. Mother asked if it *would bite*. What do you suppose the animal was? A rabbit? A *puppy*? Or a *kinkajou*? Do you know what a kinkajou is? We'll find out."

Reading: (212) "What did Bob see in the window of the pet store?" (213) "How did the animal look? What was it? Would it bite?" (214) "What was the animal's name? Did Bob want it for a pet? What was Mother's suggestion about a cage?"

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION.

Pages

215-217

kind

hiss

already

handle

Word Development: "They had a very fine cage built for Toby with a *handle* on the door. Toby was a *kind of* animal that did not bark. He would just give a little *hiss*. Toby became fond of Bob. Within a very short time Bob said, '*He likes me already*.'"

Reading: (215) "What else did Mother and Bob plan to do to take care of Toby?" (216) "What did Sue and Bill say about the kinkajou? What did the janitor and Father and Bob do for Toby?" (217) "How did Toby play with Bob?"

Discussion: See INTERPRETATION OF MEANING.

Pages

218-222

freeze

it's

fifty

zoo

that's

raccoon

Word Development: "Have you ever seen a *raccoon* in a zoo? A raccoon is almost as interesting as a kinkajou. One cold day Bob said, '*Toby will freeze*.'" Have the children note the long *e* sound in *freeze* and the short *y* in *Toby*. (See WORD RECOGNITION.) "'*That's right*,' said his father. '*It's too cold* for a kinkajou.'" Write *That is* and *It is* on the blackboard. Tell the children that *That's* and *It's* are short ways of saying these phrases. "Bob paid *fifty cents* to buy something for Toby. We'll find out what it was."

Reading: (218) "Was Toby sensitive to the cold?" (219) "Would Toby have been better off in the apartment? What did Bob buy for Toby?" (220) "What was Father's suggestion?" (221) "What did they finally do with Toby?" (222) "Did Chuck think Toby would

be all right? Did Bob feel that he had given Toby up for good when he left?"

Discussion: "Do you think Father's solution to the problem was a good one? Why? Can you think of any better solution?"

REREADING

Have the children reread the story for the purpose of checking their recall of specific facts. Write on the blackboard a list of questions such as the ones below. Ask the children to answer the questions without reference to their books. Write the answers after the questions as they are given. Then have the children reread the story to check the accuracy and completeness of their answers.

- What animal does a kinkajou look like?
- It has paws like what animal?
- It has a tail like what animal?
- Where had the kinkajou in the pet store come from?
- What kind of pen does a kinkajou need?
- What must a kinkajou have to eat?
- Why does a kinkajou need a climbing stick?
- When does a kinkajou sleep?
- Why can't a kinkajou live in an apartment house?
- Why didn't they take Toby back to the pet store?
- What was Chuck's work?
- How did Chuck make Bob feel better about having to leave Toby?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the final consonants *b* and *g*

"We had a new word which ended with *b*. What was it?" Write *Bob* on the blackboard and have the final *b* underlined. "The other day we had a new word which ended with *g*. It was something the shovel did." Write *dug* on the blackboard and have the final *g* underlined.

Pronounce the following words and ask different children to indicate whether the word ends with *b* as in *Bob* or with *g* as in *dug*: *dog*, *job*, *big*, *scrub*, *dig*, *tub*, *rub*, *pig*, *mug*, *sob*, *twig*, *throb*.

Use after
page 214.

Reviewing long and short *a*, *e*, *y*

Use after page 217. Pronounce the words in the first list below and ask the children to clap once each time you say a word which contains long *a*. Repeat for short *a*. Review *e* and *y* in the same way.

For *a*: *handle, traps, chase, plan, crane, race, swam, hay, safe, ate, catch, lazy.*

For *e*, *ee*: *bell, tree, he, beam, sent, free, each, left, see, end, we, need, next, bee, met, she, get.*

For *y*: *puppy, already, my, by, sky, lady, copy, fly, sorry, cherry, dry.*

Reviewing the variants *ing*, *d*, *ed*

Use after page 217. Ask the children to add endings to the words below, as indicated, and to read each word in its changed form. These variant word forms appear for the first time on pages 185-251. (*Hunt, need, hand, paint* are added for review.)

Add <u>ing</u>		Add <u>d</u>	Add <u>ed</u> (<u>e</u> sounded)	Add <u>ed</u> (<u>e</u> not sounded)
lift	trail	chase	print	hammer
honk	swish	use	hunt	finish
swing	hiss	salute	need	lean
return	rest	crane	hand	hiss
stamp	string		paint	remember
visit	wink			

INTERPRETATION OF MEANING**Extending word meanings**

Use after page 217. Write on the blackboard the sentences below. Ask the children to find in the first sentence a word that can be used with a different meaning in the second sentence. Discuss the two meanings of the word. Repeat with the other pairs of sentences.

A kinkajou will not bite if it is not angry.

Toby took a tiny . . . of the carrot.

Toby would curl down in Bob's arms.

There was not a . . . on Bob's head.

Bill thought the kinkajou was a kind of bear.

Bob hoped the man at the zoo would be . . . to Toby.

Bob turned the handle on Toby's cage.
The man at the zoo knew how to . . . kinkajaus.

APPLICATION OF STUDY SKILLS

Becoming acquainted with an encyclopedia

If possible, bring into the classroom a pictured encyclopedia. Write the word *kinkajou* on the blackboard. Ask the children to find the correct volume. Show the pictures and read some of the information to the class. Use after page 214.

APPRECIATION

Appreciating descriptive passages

Write on the blackboard the paragraph below. Have the children read the paragraph. Then discuss with them comparison as a means of describing something. Let them use this same method to describe some other animal. Use after page 214.

The Kinkajou

It looks like a bear, but it is not a bear. It has paws like a squirrel, but it is not a squirrel. It has a tail like a monkey, but it is not a monkey.

INDEPENDENT WORK:

Read and Do, pages 84-86.

Write on the blackboard the groups of words below. Ask the children to write the words, then read each group and cross out the word that doesn't belong in the group.

raccoon	fifty	hiss	carrot	mule	necklace	hammer
kinkajou	eight	sneeze	apple	puppy	watch	handle
owl	half	squeak	lettuce	kitten	dollar	drill
possum	ten	bell	corn	fawn	ring	jackknife

Write on the blackboard the headings and words below. Have the children write the headings on their papers and list the appropriate words under each one.

Long a words Long e or ee words Long y words

cry, knee, happy, left, end, he, take, legs, sky, me, seen, trap, safe,
sent, chase, same, dry, late, can, crane, handle, that, puppy

RELATED EXPERIENCES

The children may compose a list of directions for taking care of some kind of pet. Write the directions on a chart and display it in the science corner.

Let the children paint a mural showing creatures that move around at night, including bats, kinkajous, crickets, moths, possums, skunks, raccoons, and owls.

SUGGESTED STORIES AND POEMS

To be read by the children

"Happy Finds a Friend," page 82, *Our New Friends*, Scott, Foresman and Company, Chicago, 1940.

"I Won't Forget," page 189, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Poem: "The Animal Store," by Rachel Field, *Under the Tent of the Sky*, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

Where is the Ferryboat?

PAGES 223-230

BUILDING BACKGROUND

Ask the children to look again at the introductory picture on pages 210-211.

"Do you know what kind of boat is docked at the pier with the clock? Why do you think the tugboat is coming toward the steamship? Look again at the ferryboat which is docked. Can you find the two cabins on top of the boat? Those are the Captain's cabins. Why is there a cabin at each end of a ferryboat?"

"You'll recall that when we were discussing the picture before, I told you that the two boys at the left of the ferry building are Bob and Don. Bob is the boy who had the kinkajou, and Don is a new boy who came from the country to visit Bob. Don had never ridden on a ferryboat. We'll read about an interesting experience he had when he rode on a ferryboat for the first time."

DEVELOPMENTAL READING

Word Development: "You already know that the new boy in the story is Don and that he went for a ride on a *ferryboat*. Since Don came from the country, he was not used to a *big crowd* of people. He enjoyed *riding downtown* on the subway and going to the *moving pictures*." Pages 223-224
Ferryboat
Don
moving
downtown
crowd

Reading: (223) "How did Bob plan to entertain Don on the first day of his visit?" (224) "What kinds of boats had Don seen in the moving pictures? Did he know what a ferryboat looked like? What happened when they reached the ferry building?"

Discussion: "Do you think Don saw the ferryboat before they entered the ferry building? Why didn't Don know when they went from the building onto the ferryboat?"

Word Development: "Every ferryboat has a *gate* at each end to keep people from walking off into the water. In the next part of the story Don saw such a gate. He also paid a *visit* to the *Captain's cabin*." Pages 225-230
gate
cabin
visit

Reading: (225) "Did Don find out that he was already on the ferryboat?" (226) "Read this page and find out how Don finally learned that he was on the boat." (227) "How did the boys meet Captain Summerwell?" (228) "What could Don see from the cabin?"

(229) "Which boat did Don especially like?" (230) "How did Don finally find out what a ferryboat was like? Did he get over his disappointment?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story for the purpose of listing the most important events in sequence. Summarize the events on the blackboard as the children suggest them. The list may be used later as a guide in retelling the story. (See APPRECIATION.)

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Becoming aware of the principle of short vowels

Use after page 230. *Visual and Auditory Discrimination:* Write on the blackboard the headings and words below.

<u>short vowel</u>	<u>long vowel</u>	at	hop	hid	us
		ate	hope	hide	use

Have the children read each pair of words and tell under which heading to write each word. Ask them to name and count the vowels in each word under the first heading. Guide them in becoming aware of this fact: When there is only one vowel in a word and it is not at the end, the vowel is usually short.

Write on the blackboard *hope, ate, hide, use, pine*. Have the children read each word and count the vowels. Then remove the final *e*, and have them read the resulting word. Ask them to check to see if the new principle applies.

Contextual Application: Ask the children to read each sentence below and supply the correct word to complete it. Have them apply the short vowel principle in each case.

While Don was on the ferryboat, he . . . the captain.
me met

Mother had a new ring for her finger and a new . . . for her dress.
pin pine

It was raining, and the ground was . . .
we wet

Reviewing principle of final *e*

Write on the blackboard the sentences below. See if the children can attack the new words by the use of context clues and the application of the phonetic principle of final *e*. Use after page 230.

The cows walked down a lane from the barn to the pasture.

When bananas are ripe, they are good to eat.

The boys saw a lame girl in a wheel chair.

Finding smaller words within words

These words appear for the first time on pages 206-249: *lift, curl, reach, mean, chuck, ferry, Jack, knife, town, neck, smoke, whistles*. They are parts of the following known words: *lifted, curled, reached, meaning, woodchuck, ferryboat, jackknife, downtown, necklace, smokestack, Feather-whistle*. Develop the smaller words as previously suggested. Use after page 230.

Reviewing compound words

The following compound words appear in *Section VI* on pages 224-251: *steamships, onto, nothing, Summerwell, upset, myself, whatever, ferryboat, smokestack, downstairs, upstairs, policeman, lazybones*. Use after page 230.

Use one of the procedures previously suggested for developing compound words. Help the children with the pronunciation of *nothing*.

INTERPRETATION OF MEANING

Interpreting phrases

Write on the blackboard the sentences below. Have the children read them and discuss the meaning of the underlined phrases. Use after page 230.

The boat left a long white trail behind it.

The low, shiny boats cut through the blue water.

The boys rode downtown in the subway.

The crowd pushed through a big door and onto the boat.

Bob led Don through the crowd and out of a door.

Don heard two short whistles and a rumbling sound.

The boys went up to the Captain's cabin.

The Captain called all the boats by name.

Selecting the right definition for a word in context

Use after page 230. Write on the blackboard the sentences and phrases below. Have the children read each sentence and select the appropriate definition for each underlined word.

The ferryboat was green with white smokestacks.

The crowd pushed through a big door.

Bob and Don went up to the Captain's cabin.

One day the boys took some shoes to the shoemaker.

a great many people

a room on a boat

a boat that takes people and cars across a river

a man who makes and mends shoes

APPLICATION OF STUDY SKILLS**Finding factual material in terms of personal interest**

Use after page 230. Have the children find in books on the library table pictures and stories related to the topic of boats. Ask each child to share with the group any pictures and information he finds.

APPRECIATION**Recreating the story**

Use after page 230. Have the children tell the story as if Don were telling it. One child might tell the part on the first page, another child the part on the second page, and so on. The story for the first page might be somewhat as follows:

While Bob and I were eating breakfast, Bob told me we were going to call on his Aunt Mary. It was my first day in the city, and I wanted to do something more exciting than call on an old lady. Then Bob told me we would cross the river on a ferryboat.

INDEPENDENT WORK:

READ AND DO, page 87.

Write on the blackboard the directions below. Have the children follow the directions.

Draw a picture of a big ferryboat crossing a river. Put two small smokestacks on the ferryboat. Make a gate at the end of the ferryboat. Make a big ferry building on one side of the river. Put some

tall buildings on the other side. Think of a good name for the ferryboat. Write the name on the side of the ferryboat.

Write on the blackboard the words and paragraphs below. Ask the children to write the paragraphs on their papers, filling in each blank space with one of the words above the paragraphs.

ferryboat subway cabin

The train was moving along under the ground. It was a . . . train.

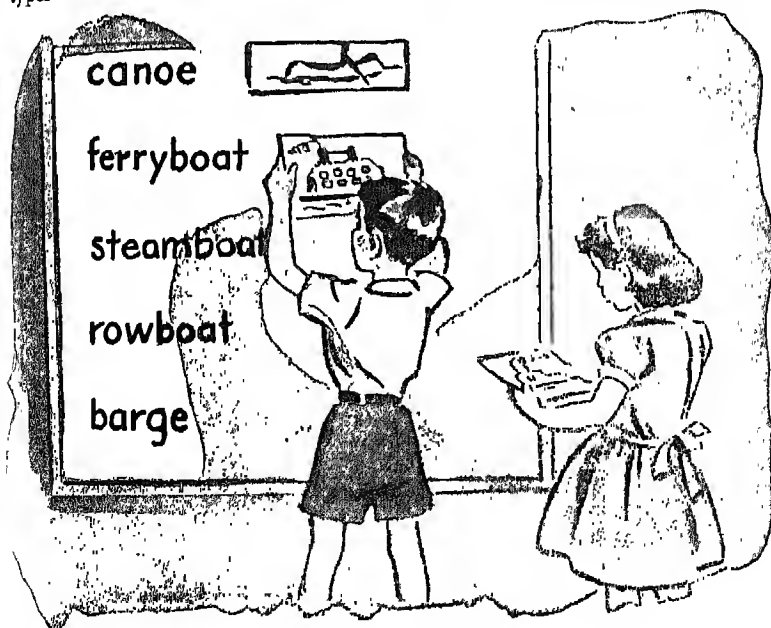
The boat went across the river. Then it came back. It was a

Captain Summerwell called to the boys. He asked them to come up to his

RELATED EXPERIENCES

The children may tell the class about boat rides they have had.

They may make a boat chart. Ask them to recall the name of each different kind of boat which they have read about in their second readers. Write the names on a large chart, leaving space by each name for an illustration. The children may illustrate the different types of boats. The best one of each type may be pasted on the chart.



They may make finger paintings representing water and sky patterns, suggested by the description on page 224 of the boats that left a "long white trail." Patterns they may represent are white caps, ocean waves, white spray against rocks, a waterfall, a rippling brook, whirlpools, clouds, flocks of birds, the sunset and its reflection on the water, etc. To make finger paint, mix wall-paper paste with water to a creamy consistency and add poster or powder paint.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Pilot Boat," page 26, *Tales and Travels*, Charles Scribner's Sons, New York, 1930.

"A Trip with Uncle Bob," page 163, *Friends About Us*, Lyons and Carnahan, Chicago, 1940.

To be read to the children

Story: "Ferry Boats," by Irma Simonton Block, *Another Here and Now Story Book*, compiled by Lucy Sprague Mitchell, E. P. Dutton and Company, Inc., New York, 1937.

Poem: "Ferry Boats," by James S. Tippet, *The Golden Flute*, compiled by Alice Hubbard and Adeline Babbitt, The John Day Company, New York, 1935.

Lost — One Knife

PAGES 231-238

BUILDING BACKGROUND

Ask the children to tell their experiences in moving from one home to another. Discuss moving vans, the difficulty of getting small articles and clothing stuffed into boxes and trunks, how upset everything is, and how easy it is to misplace or lose things. Have the children tell of instances in which things have been misplaced or lost while their own families were moving.

DEVELOPMENTAL READING

Word Development: "This story is about a little boy named Jack, and his older brother, Tom. When their family moved, they had a *big van* come to get *their furniture*." Have the children note the sound of *v* in *van*. (See WORD RECOGNITION for development of *v* and *j*.) "In addition to their furniture they had many small *boxes and trunks* into which they had *stuffed* small articles. They had *fastened covers* on the boxes with strong cord so they wouldn't *lose anything*." Pages 231-234
lose
fastened
trunks
stuffed
Tom
furniture
van

Reading: (231) "Here is a picture of Jack and Betsy and their father and mother. The father is telling a story about himself when he was a little boy. His name was Jack, too. Find out how the father happened to tell this story." (232) "How did he describe moving day?" (233) "What did the little boy do that displeased his brother, Tom? How did Tom punish him?" (234) "How did one of the moving men try to help the little boy?"

Discussion: See INTERPRETATION OF MEANING AND APPLICATION OF STUDY SKILLS.

Word Development: "The little boy searched everywhere for the knife. He even looked in *the drawer of the desk*. After a while he became *hungry and thirsty*. He was so tired that, before he knew it, *he was asleep*. Do you suppose he wished he had *some candy*?" Pages 235-238
candy
desk
drawer
thirsty
asleep

Reading: (235) "What did he find in the chair? What did he suddenly remember?" (236) "Did he find the knife? Did he get out of the van? What did he do when he found himself shut in the van?" (237) "What happened when he awoke?" (238) "What explanation did he give? What did Mother say?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story to find the portion of text represented by each illustration. Let them select from the pages which are not illustrated portions of text which they think would make good pictures.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonants *v* and *j*

Use after page 234. *Visual Discrimination:* "We had a new word which began with *v*. What was it?" Write *van* on the blackboard. Add *village*, *voice*, *visit*. Have the children underline *v* in each word.

Auditory Discrimination: Write additional words beginning with *v* as suggested by the children.

Repeat the above procedure for *j*. Use *Jack* as the key word. Other known words beginning with *j* are *janitor*, *jackal*, *Jerry*, *Jimmie*.

Word Building: Suggested words to use are:

For *v*: *can (van)*; *best (vest)*; *fine (vine)*; *wrote (vote)*.

For *j*: *back (Jack)*; *take (Jake)*; *can (Jan)*; *Bob (job)*; *am (jam)*.

Contextual Application: Use the sentences below. Have the children supply the correct word to complete each sentence, guided by the given initial consonant.

Men moved the furniture in a moving v (van)

One of the men had on a warm v (vest)

Moving is a hard j (job)

The little boy liked to eat sweet j (jam)

Reviewing all consonants taught in second grade (two-book program)

Use after page 238. Review the initial consonants by naming a word and asking the children to name other words which begin with the same letter. Suggested words are: *boy*, *cat*, *doll*, *fish*, *game*, *half*, *Jack*, *kind*, *led*, *mice*, *no*, *pail*, *ride*, *sale*, *time*, *van*, *went*.

Review the final consonants. Pronounce a word. Ask the children to listen to the beginning sound and then name one or more words that end with the same sound. Suggested words to use are: *bell, dig, far, girl, keep, late, move, nest, pill, race, same, told*.

Reviewing the principle of short vowels

Write on the blackboard the headings and words below. Ask the children to write each word under the correct heading. Have them count the vowels in each word and write the number after the word. Have them note that in every word which has only one vowel (except *kind*), the vowel is short. Use after page 238.

<u>short vowel</u>	<u>long vowel</u>
--------------------	-------------------

trunks, Tom, van, desk, gate, boat, knife, use, kind,	
Don, bite, dug, plan, cut, mule, fine, dear, tell,	
came, back, wink, reach, rode, lean, steam, must	

INTERPRETATION OF MEANING

Recognizing words of opposite meaning

Write on the blackboard the lists of words below. Ask the children to read the first word, then find in the list at the right a word of opposite meaning. Have them use the words in sentences. Use after page 234.

outside	wonderful
lose	nothing
dreadful	upstairs
everything	started
remembered	inside
small	find
downstairs	short
under	large
opened	forgot
long	over
stopped	shut

Recognizing the paragraph as a unit of thought

Explain to the children that stories are divided into paragraphs and that each paragraph usually has one main idea or thought. Have them turn to page 236 and count the paragraphs on the page. Ask them to read the first paragraph and tell you the main thought. Use after page 236.

Write on the blackboard a summary sentence of the main thought. Repeat with the other paragraphs on the page. The sentences might be somewhat as follows:

Jack climbed into the van and found the knife.
 Jack was shut inside the van.
 Jack tried to get out of the van.
 Jack thought about the long trip before him.
 Jack ate his candy and went to sleep in the moving van.

Discriminating between true and false statements

Use after page 234. Write on the blackboard the sentences below. Have the children write *Yes* or *No* after each sentence.

An apartment is upset when one is moving.
 Jack lost Tom's knife.
 Tom asked Jack to play ball with him.
 The men put the furniture into a bus.
 Tom was ten years old.

APPLICATION OF STUDY SKILLS

Noting relationship between speed of travel and distance

Use after page 236. Post on the bulletin board an automobile road map of the state. Find several towns that are approximately 150 miles away from where you are and write their names on the blackboard. Indicate the location of these towns on the map and ask if any of the children have made trips to one of them and if they remember how long it took to get there. Discuss the length of time it would take to go 150 miles in different types of vehicles, as: by airplane at 100 miles an hour — $1\frac{1}{2}$ hours; by automobile at 50 miles an hour — 3 hours; by a moving van at 25 miles an hour — 6 hours.

APPRECIATION

Noting emotions of characters

Use after page 238. Write on the blackboard *frightened*, *sorry*, *lonesome*, *glad*. Have the children tell you which word answers each question.

How did Jack feel when he lost his brother's knife?
 How did he feel when the boys went off to play without him?
 How did he feel when he found himself shut in the moving van?
 How did he feel when he found the knife?

INDEPENDENT WORK:

READ AND Do, pages 88-90.

Write on the blackboard the headings and words below. Have the children write the headings and then write each word under the appropriate heading.

clothes

animal

furniture

desk, table, raccoon, coat, stockings, kinkajou, radio, dress, shoes, toad, chair, suit, sweater, puppy, camel, bed, jackal, kangaroo

Write on the blackboard the sentences below. Have the children write them on their papers in the order in which the events occurred in the story.

Jack stuffed the candy into his pocket.

Jack found the knife in the drawer.

Tom said, "I am tired of having you lose all my things."

Jack climbed into the van.

RELATED EXPERIENCES

Each child may make a picture of something he has lost.

The children may tell stories that have been told to them by their fathers or mothers about some experience of their own childhood.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Big Red Truck," page 38, *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941.

"Little Red Auto," page 98, *Farm and City*, D. C. Heath and Company, Boston, 1944.

To be read to the children

Poems: "Moving," by Eunice Tietjens, *Two Hundred Best Poems for Boys and Girls*, compiled by Marjorie Barrows, Grosset and Dunlap, New York, 1938.

"Trucks," by James S. Tippet, *The Golden Flute*, compiled by Alice Hubbard and Adeline Babbitt, The John Day Company, New York, 1935.

The Animals Go to Town

PAGES 239-251

BUILDING BACKGROUND

Guide a discussion concerning the children's experiences in visiting a zoo. Ask them to describe the different animals and birds they saw there. Supplement with experiences of your own at the zoo. Mention especially a panda, a kangaroo, a giraffe, and an ostrich.

If any child has a toy panda at home, ask him to bring it to school. Have the children discuss the picture on page 239.

DEVELOPMENTAL READING

Pages
240-241
Elly
croaked
lane
tea
Dilly

Word Development: "In our new story we are going to read about an elephant named *Elly*, a bird named *Dilly*, and a big black crow that *croaked*." Have the children note that in *croaked* the *o* is long and the *a* is silent. (See WORD RECOGNITION.) "We will also read about Mrs. Duddle who lived in *Lettuce Lane*. She often invited friends to *tea*."

Reading: (240) "What did *Elly* and the other animals want to do? What was the crow's objection?" (241) "How did *Elly* answer the crow? What did Mrs. Duddle write?"

Discussion: "What did *Elly* mean when she said she was tired of being looked at? Why did Mrs. Duddle want to do something for *Elly*?"

Pages
242-243
Manda
panda
canary
Ossy
ostrich

Word Development: "We are now going to read about *Manda*, the *panda*; *Ossy*, the *ostrich*; and *Dilly*, the *canary*."

Reading: (242) "What did *Manda* and Mrs. Kangaroo think about going visiting?" (243) "Read the conversation between *Ossy* and *Elly*. Did the animals decide to go?"

Discussion: "What is a *canary*? Why did Mrs. Kangaroo think it advisable not to go with the other animals? Why did *Elly* warn *Ossy* to keep away from the laundry?"

Pages
244-246
lion
giraffe
Chippie
waddled
pigeon
met

Word Development: "Some other animals we will read about are the *lion*; the *giraffe*; a *pigeon*; *Chippie*, the *chipmunk*; and *Go-go*, the *goose* who waddled along flapping her wings. They met someone on the way."

Reading: (244) "In what order did the animals come? How did *Chippie* get to the tea?" (245) "What did the birds say to one another?" (246) "What happened as the animals went on their way?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

Word Development: "Mrs. Duddle lived in a house with a *red chimney*. In her yard was a *birdbath* where Dilly could take a bath. Dilly would fly about the yard singing, '*tweet, tweet*.' Sometimes Mrs. Duddle gave her *birdseed*." Pages 247-251
chimney
(tweet)
birdseed
birdbath

Reading: (247) "What did Mrs. Duddle tell the animals about Dilly?" (248) "What did the animals do to help?" (249) "What dreadful thing happened?" (250) "How did the canary get out of the chimney? What did she do? Did the animals have tea?" (251) "Does the story have a happy ending?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Write on the blackboard the names of as many of the animals and birds mentioned in the story as the children can remember. Then have them reread the story for the purpose of checking the list. Add the names of any birds or animals that were not included.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the vowel combination *oa*

Use the procedure suggested for developing *ea*, page 159. Use after

Visual Discrimination: Suggested words to use are: *croaked, toad, throat, road, float, coat*. page 241.

Word Building: Suggested words to use are: *rest (roast); its (oats); best (boast); seek (soak)*.

Guide the children to become aware of this fact: When the vowels *oa* are together in a word, the *o* is usually long and the *a* is silent.

Contextual Application: Suggested sentences to use are:

"No one asked us," . . . the crow.

crowd croaked cork

Horses like to eat . . . Tom liked to eat . . . meat.

oats its at rest roast red

Reviewing the principle governing *ay*, *ai*, *ea*, *oa*Use after
page 241.

Write on the blackboard the headings and words below.

ayaieaoa

tea, toad, nail, reach, float, train, weak, stream,
 tray, beaver, throat, croaking, sway, road, eat,
 straight, pail, rain, stay, tail, say, boat, day

Write the words under their respective headings as the children classify them. Have the children read each word under *ay* and tell which vowel they can hear. Repeat with the words under *ai*, *ea*, *oa*.

Guide the children in reviewing this principle: When the vowels *ay*, *ai*, *ea*, or *oa* are together in a word, the first of these vowels is usually long and the second is silent.

Explain that there are some exceptions, as: *bread*, *sweater*, *great*.

Applying all vowel principles taught in this GuideUse after
page 241.

Write on the blackboard the sentences and words below. Help the children to work out the new words through the application of the principles concerning vowels.

Father tied one of the boxes with a rope.

road hope
 rope

Principle applied: When a word contains two vowels, one of which is final *e*, the first vowel is usually long.

Bob and Don liked to swim near the beach.

bell reach
 beach

Principle applied: When *ai*, *ay*, *ea*, *oa* come together in a word, the first vowel is usually long, and the second is silent.

Mrs. Duddle was sad when Dilly was in the chimney.

so bad
 sad

Principle applied: When there is only one vowel in a word, and it is not at the end of the word, the vowel is usually short.

Reviewing consonant blends and speech sounds

Write on separate cards these blends and speech sounds: *dr, fr, tr, fl, bl, cl, sl, st, sv, sm, sn, sh, ch, th, wh.* Use after page 251.

Place the cards on the chalk ledge, face against the blackboard. Ask a child to turn over one of the cards. The first child to say a word beginning with the sound represented on the card is given the card. Continue until all of the cards have been given out. Repeat as many times as you think desirable.

INTERPRETATION OF MEANING**Recognizing words of similar meaning**

Write on the blackboard the sentences below. Have the children read the first sentence, then find below it a word which has a meaning similar to that of the underlined word or words in the sentence. Draw a line under the word. Continue with the same procedure. Use after page 246.

The animals were tired of being looked at.
seen watched chased

The animals thought Elly's plan was wonderful.
delicious grand terrible

Manda wanted to go and call on Mrs. Duddle.
visit bite watch

Ossy wanted to see herself in the shop window.
laundry apartment store

"I have something dreadful to tell you," said Mrs. Duddle.
exciting terrible wonderful

Extending word meanings

Clarify and extend the meanings of *mean, stand, trunk, and snapped* by having the children read and discuss the sentences below. Use after page 251.

"I can't stand birdseed," cried Elly.

"I will stand here and watch the animals," said the boy.

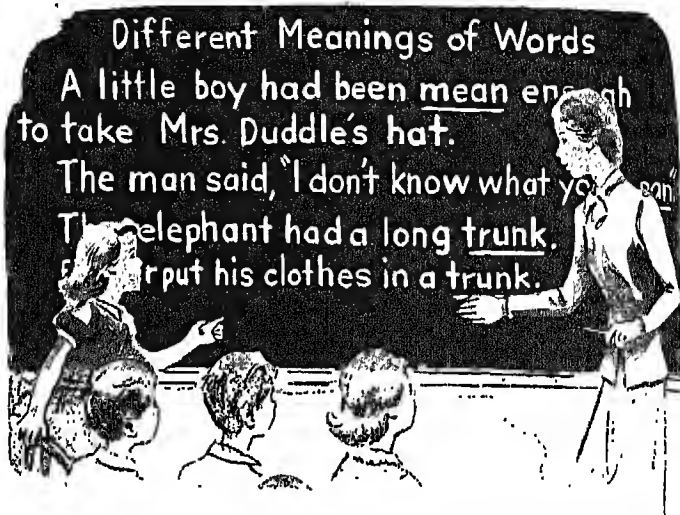
Mother wanted a stand for umbrellas.

"Now see the trouble you have made," snapped Ossy.

All at once the trap snapped shut.

A little boy had been mean enough to take Mrs. Duddle's hat.
The man said, "I don't know what you mean."

The elephant had a long trunk.
Father put his clothes in a trunk.



APPLICATION OF STUDY SKILLS

Locating additional information

Use after page 246. Have each child select from the story a bird or an animal about which he would like to know more. Suggest that the children look on the library table and in the school or public library. Let them show pictures and read to the class some of the information they find.

Using the table of contents

Use after page 251. Have the children find in the table of contents titles and page numbers of all fanciful stories in the reader. Write the titles and page numbers on the blackboard as the children give them.

APPRECIATION

Enjoying alliterative phrases

Use after page 251. Write on the blackboard the phrases below. Through discussion help the children to appreciate the element of humor achieved in the

story by using two words which begin with the same sound in naming the animals. Let them suggest similar names for other animals.

Elly, the elephant	Chippie, the chipmunk
Ossy, the ostrich	Go-go, the goose

Enjoying whimsical story incidents

Have the children select everything the animals do and say which is characteristic of people, such as: *planning to have tea with Mrs. Duddle, ringing the door bell*. Lead them to enjoy fully the whimsy of a situation in which animals talk and act like human beings. Use after page 251.

INDEPENDENT WORK:

READ AND Do, pages 91-96.

Write on the blackboard the words below. Have the children write the words on their papers and underline the stem word in each one.

crowded, croaking, swishing, trailing, printed, meaning,
boxes, hissed, curled, lifted, finished, resting, waddled

Write on the blackboard the headings below. Ask the children to write the headings and see how many different initial consonants they can combine with each one to make other words.

in ate at ill eat old

RELATED EXPERIENCES

The children may paint a mural showing an animal parade.

They may cut pictures of wild animals from magazines and make a scrap book to be given to a hospital or similar organization.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Party," page 124, *Friends in Town and Country*, Bobbs-Merrill Company, Indianapolis, Indiana, 1934.

"The Donkey and His Band," page 72, *It Happened One Day*, Row, Peterson and Company, Evanston, Illinois, 1938.

To be read to the children

Story: "Animals' Birthday Party," by Robert Anderson, *A Very Little Child's Book of Stories*, The Dial Press, Inc., New York, 1935.

Evaluation Chart

This chart provides a basis for evaluating growth in learning to read during the second half of the second-grade program. It indicates the specific ways in which the child shows that he is learning to recognize words, interpret meanings, apply study skills, and that he is growing in interest and appreciation.¹

WORD RECOGNITION

Phonics

Reviews the initial consonants *b, c, d, f, g, h, k, l, m, n, p, r, s, t, w*.

Learns to recognize the initial consonants *v, j*.

Learns to recognize the final consonant *b*.

Reviews the final consonants *d, f, g, k, l, m, n, p, r, s, t*.

Reviews the consonant blend *st* and learns the new consonant blends *bl, cl, fl, sl, dr, fr, tr, sm, sn, sw*.

Reviews the speech sounds *ch, th, wh, sh*.

Associates the term *vowels* with the symbols.

Learns the sounds of long and short *a, e, i, o, u, y*.

Learns the sounds of *ai, ay, oa, ea*.

Engages in word-building activities in which the above elements are blended with other letters or letter combinations to make new words.

Applies the results of word-building activities in attacking new words in context.

Combines phonics with context and picture clues in recognizing new words.

Becomes aware of these principles pertaining to phonics:

(1) When a word contains two vowels, one of which is final *e*, the first vowel is usually long.

(2) When *ai, ay, oa, ea* are together in a word, the first vowel is usually long and the second is silent.

(3) When there is only one vowel in a word and it is not at the end, the vowel is usually short.

Word structure

Recognizes a smaller word within a word.

Recognizes two words within a compound word.

¹ Skills introduced during the first grade and first half of the second grade are continued.

- Recognizes compound words made from known words.
- Learns to recognize hyphenated words.
- Reviews variant forms of known words made by adding *ed, d, s, ing*.
- Learns to recognize variant forms made by adding *es*.
- Reviews two sounds of *ed* as in *played, wanted*.
- Learns the new contractions *can't, that's, it's*.

INTERPRETATION OF MEANING

Interpretation of content

- Senses deeper story meanings.
- Interprets stories and phrases in terms of a specific locale.
- Senses cause-and-effect relationships.
- Makes comparisons.
- Makes and verifies simple inferences.
- Applies ideas gleaned from the story.
- Clarifies concepts, as of different types of bridges.
- Recognizes relationships between characters and their actions.
- Associates characters with their speeches.
- Discriminates between true and false statements.
- Recognizes the paragraph as a unit of thought.
- Interprets stories through pantomime and dramatization.
- Interprets picture details.
- Evaluates his own and others' oral interpretation according to standards set up by the class.

Interpretation of word meanings

- Interprets the precise meaning of words and phrases in a given context.
- Interprets multiple meanings of words.
- Recognizes words of similar meaning.
- Recognizes words of opposite meaning.
- Recognizes homonyms.
- Recognizes word relationships.
- Recognizes class names for groups of words.
- Detects irrelevant words in classified word lists.
- Selects an appropriate definition for a word in context.
- Interprets words and phrases in pantomime.
- Interprets hyphenated words.
- Interprets abbreviations.

APPLICATION OF STUDY SKILLS**Selection and evaluation**

Selects portions of context which convey specific information, ideas, or moods.

Selects incidents and words for a specific purpose.

Selects the most important paragraph in a story.

Selects facts to support a conclusion.

Selects time phrases relating to a specific date.

Selects correct words to complete sentences.

Evaluates the accuracy of statements.

Organization

Organizes story events, incidents, and speeches in sequence.

Classifies ideas and items under a specific heading.

Finds and organizes specific information in response to a motive or question.

Prepares picture maps showing details of a given setting.

Summarizing and drawing conclusions

Summarizes information in two or three short paragraphs.

Draws conclusions about a topic as, the sequence and characteristics of seasons.

Locating information

Uses the table of contents to locate specific stories.

Increases in ability to find page numbers.

Uses maps to locate north and south.

Locates specific sentences which answer questions.

Becomes acquainted with the encyclopedia as a source of additional information.

Finds specific factual material in various types of books.

Retention

Recalls story details for many different purposes.

Recalls picture details.

Checks retention of story details.

Following directions

Reads and follows accurately directions of increasing difficulty.
Follows directions for drawing a picture or map based on story content.

APPRECIATION**Increasing appreciation**

Identifies and appreciates sound words, descriptive and alliterative phrases.

Appreciates and discusses elements of humor, whimsy, excitement in stories.

Recognizes changing emotions and attitudes.

Notes and discusses traits and reactions of characters.

Discusses the quality of mystery in a story.

Builds wholesome attitudes toward different types of occupations.

Becomes acquainted with the source and author of an old tale.

Extends acquaintance with fables.

Participates in class composition of poems and songs related to content of reader.

Enjoys stories and poems read by the teacher.

Increases ability to compare characteristics of stories.

Extending interests

Extends reading interests by increasing use of books in classroom, school, and public libraries.

Becomes acquainted with source books of information which the teacher uses in reading or showing pictures to the class.

Reads and discusses informative selections relating to science and social studies.

Discusses personal experiences relating to stories or selections in reader.

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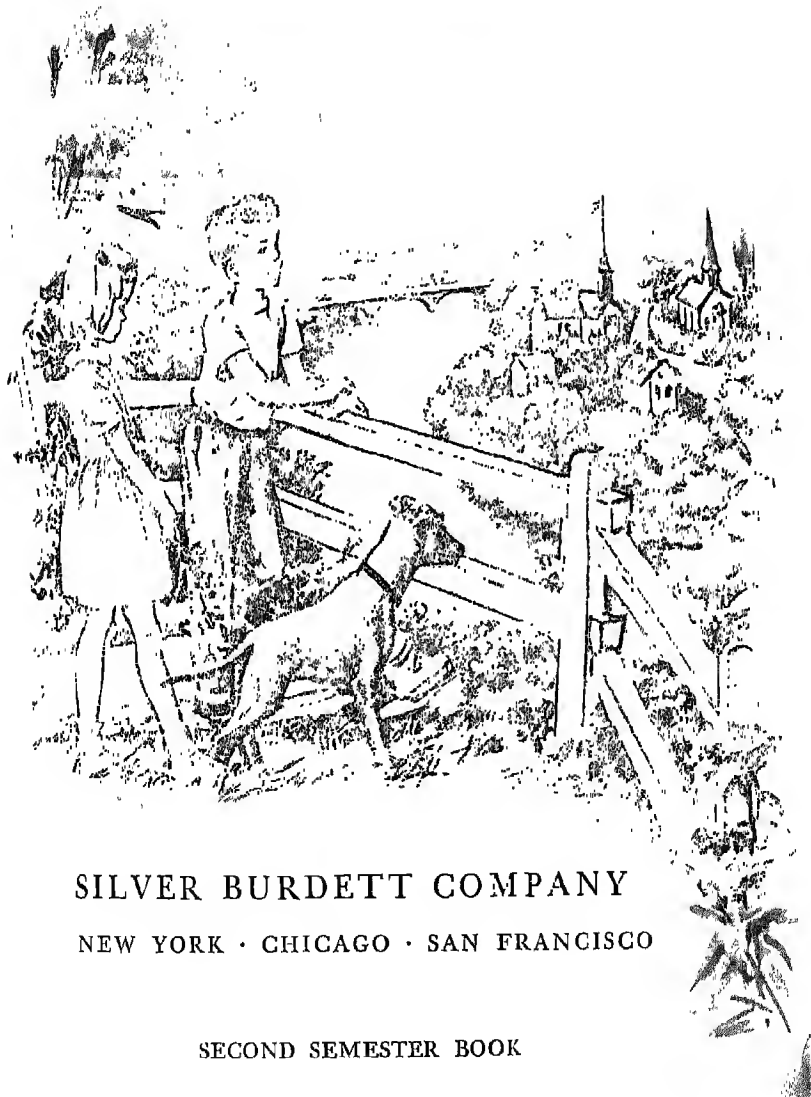
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With New Friends



SILVER BURDETT COMPANY

NEW YORK • CHICAGO • SAN FRANCISCO

SECOND SEMESTER BOOK

Learning to Read

A BASIC READING PROGRAM

BY

NILA BANTON SMITH, Professor of Education
University of Southern California

WITH NEW FRIENDS

Illustrations by
Corinne Malvern, Connie Moran
Alice Carsey, Marion Merrill
and Russell H. Tandy

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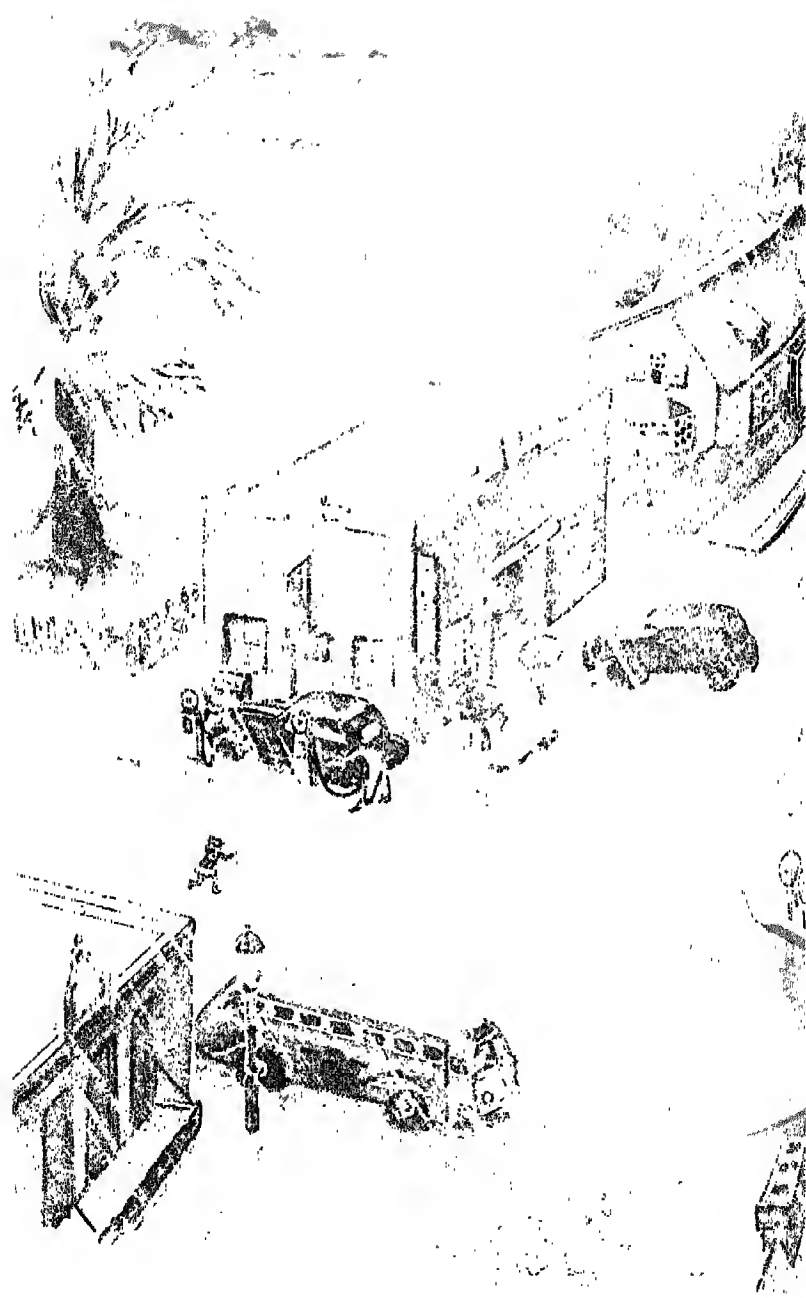
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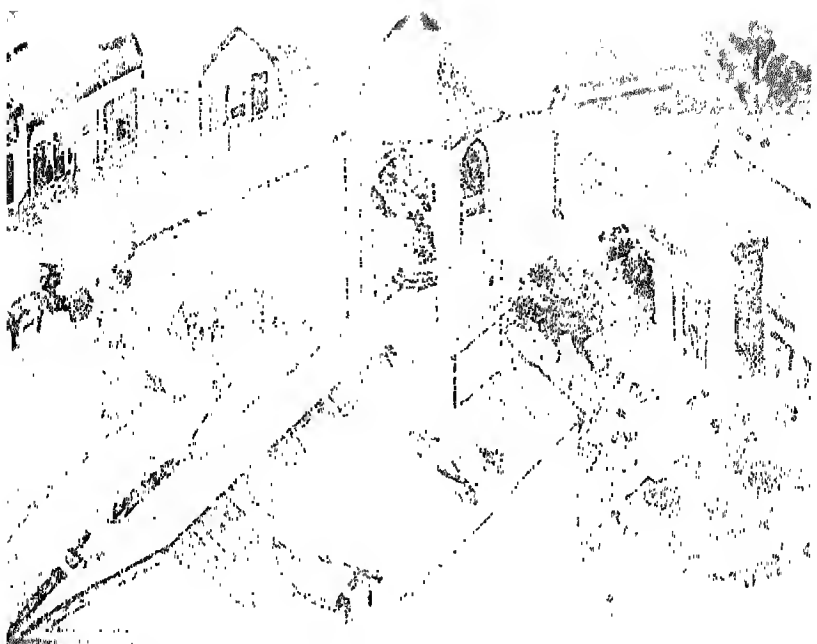
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The Parade in Spring Village

Bang! Bang! Bang!

Jerry opened his eyes. No more sleep for him that morning!

He thought, "That sounds like a drum. But it can't be time for the parade. We have not had breakfast."

He jumped out of bed and ran to the window. No, the noise was not a drum. It was thunder.

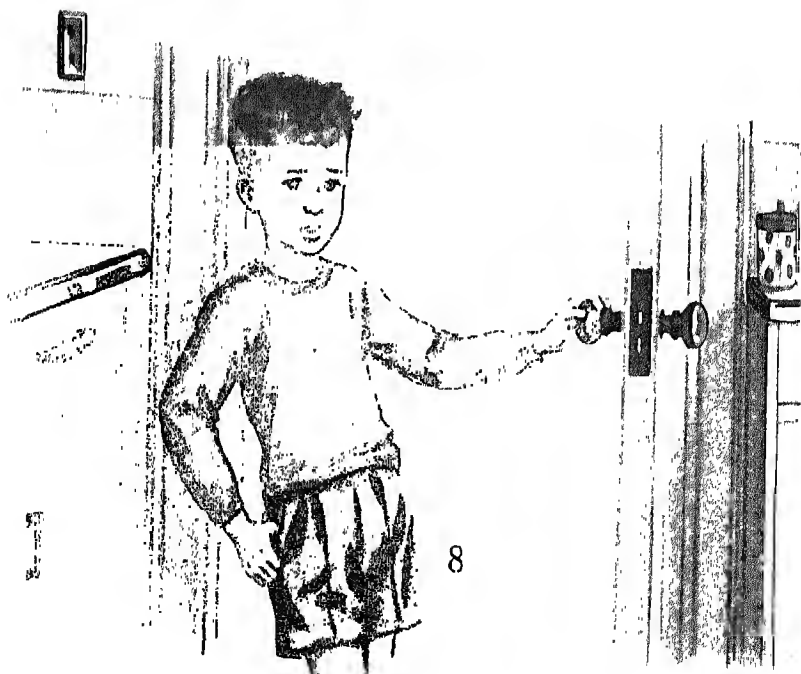
It had been raining for three long days. Jerry had hoped the rain would stop in the night.

Every year the people of Spring Village had a big parade.

The Mayor always was first of all in the parade. Then came soldiers and policemen and school children.

It was a big day for Spring Village.

Jerry shook his head. "No parade today," he said, as he went downstairs.





"Maybe the rain will stop right after breakfast," Jerry said to Mother. "Then we can have the parade."

But the rain did not stop.

At last Mother said, "We can't have a parade, but let's have some fun anyhow. Let's take some sandwiches over to the garage and have a picnic with Daddy."

They put on raincoats and hats and went to the garage where Daddy was working on a big blue bus.

While they were eating sandwiches and cookies, the wind blew the garage door open. The rain began to come in.

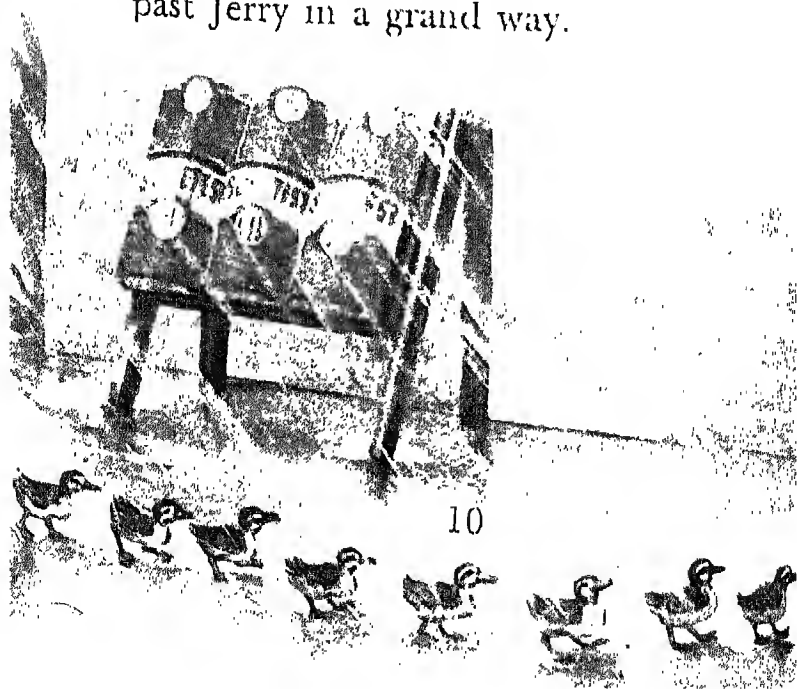
Jerry ran to shut the door.

He looked surprised. His eyes grew very big. But he did not shut the door.

A parade was coming down the street. It was coming straight to the door of the garage.

First of all came a big mother duck. She was brown, but she had white rings around her eyes.

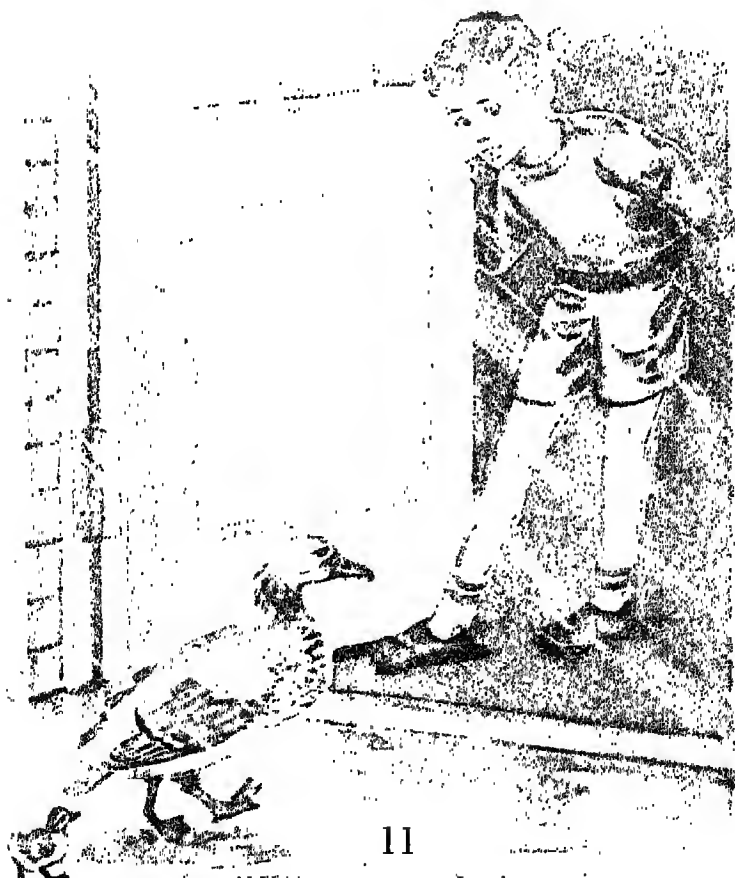
Into the garage marched the mother duck. She held her head high and walked past Jerry in a grand way.

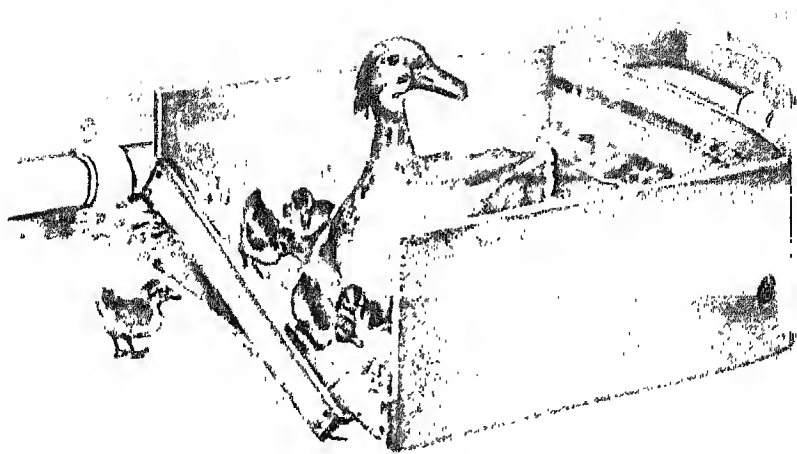


Behind her came ten little ducks, one after the other. They marched along like soldiers on their little yellow feet.

Father and Mother were too surprised to say a word. They just looked.

But Jerry said, "That duck looks like the Mayor in his big glasses."





The mother duck walked around the garage, looking here and there.

At last she came to a big box with straw in it. She got into the box.

The little ducks wiggled down under her wings and went to sleep.

"That is not a barnyard duck," Father said. "She must be a wild duck. I'll find out about her."

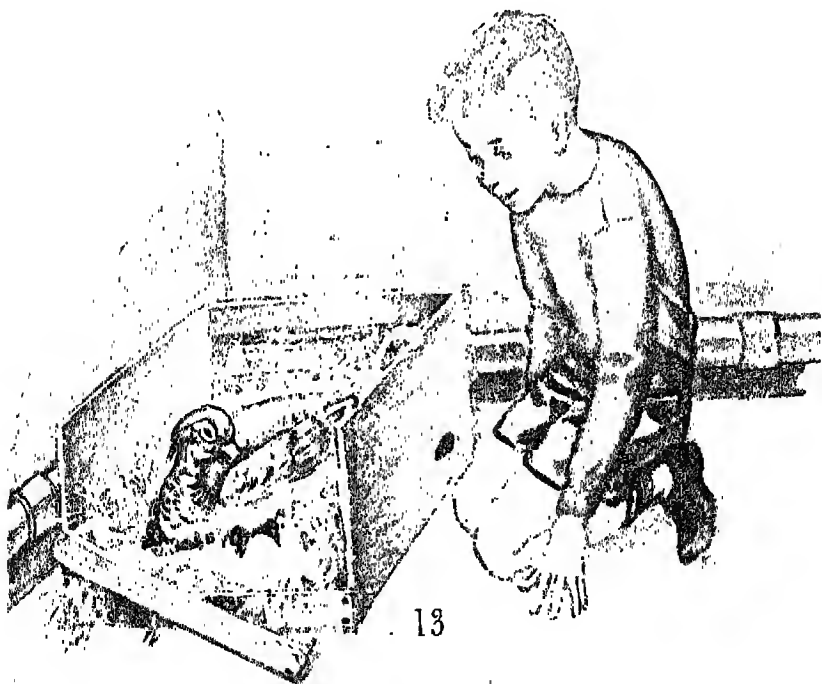
He went to the telephone and called a man in Beaver Park. This man knew all about wild birds.

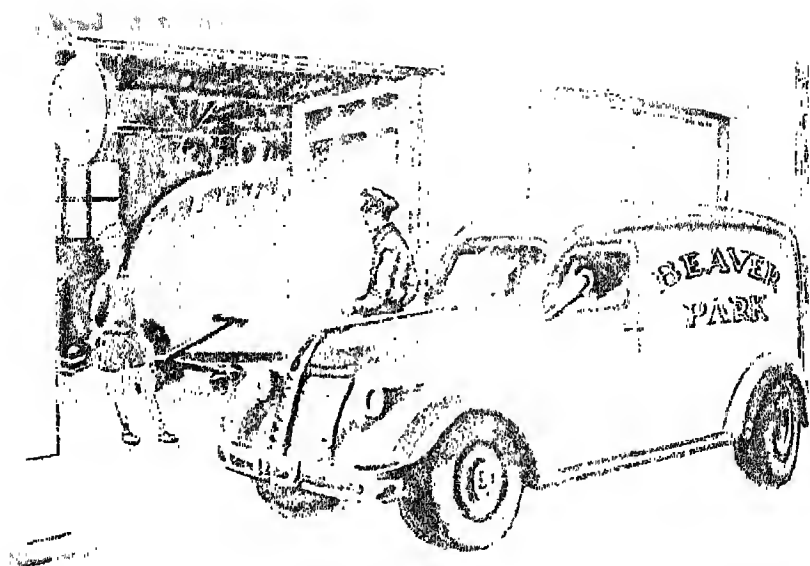
Father came back looking pleased. "I was right," he said. "This is a wild duck."

"There is just one duck like this in all of Beaver Park," said Father. "She will not live on the ground as other ducks do. She lives in a hole in a tree.

"It has rained so much that water has come up into her home. That is why she went out walking to find a new home."

"I am glad she did," cried Jerry. "I am glad she came here. Maybe she knew that I like parades more than anything."





The Great Duck Hunt

The rain was over. A green truck came down the street and stopped at the garage.

On one side of the truck there were big yellow words. They were "Beaver Park."

A man got out and came to the door where Jerry was waiting.

"I have come for the ducks," the man said. "I'll take them back to the park."

"They are here in the garage," said Jerry. "You may need some help when you put them into the truck."

The man laughed.

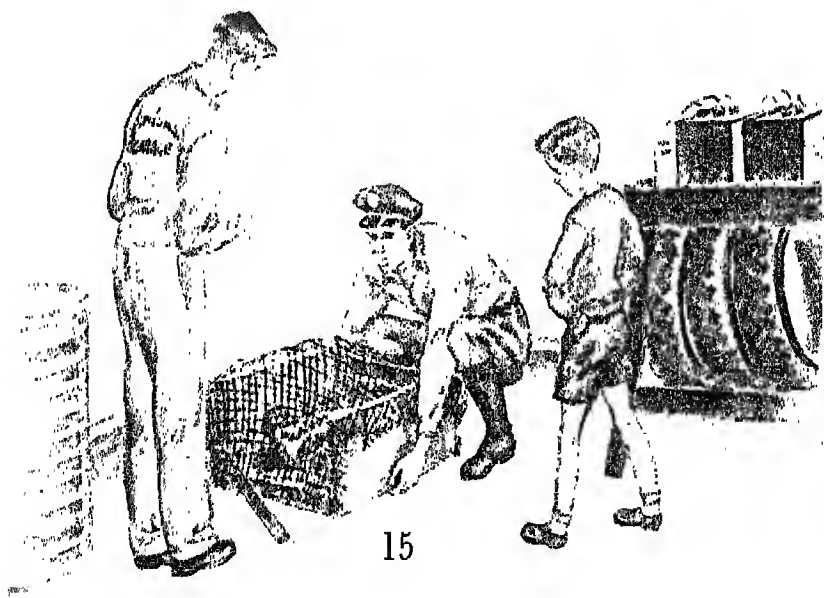
"I have had many wild animals in this truck," he said. "I have had bears and wildcats and tigers. Once I had a wolf."

"Oh, my," said Jerry. "You must be a great hunter."

They went over to the box. The ducks were still there, under a piece of chicken wire.

"May I help you?" asked Father.

"No, thank you," the man answered. "I know how to take care of wild animals."



The man took the box out to the truck. He opened a wire door at the back of the truck.

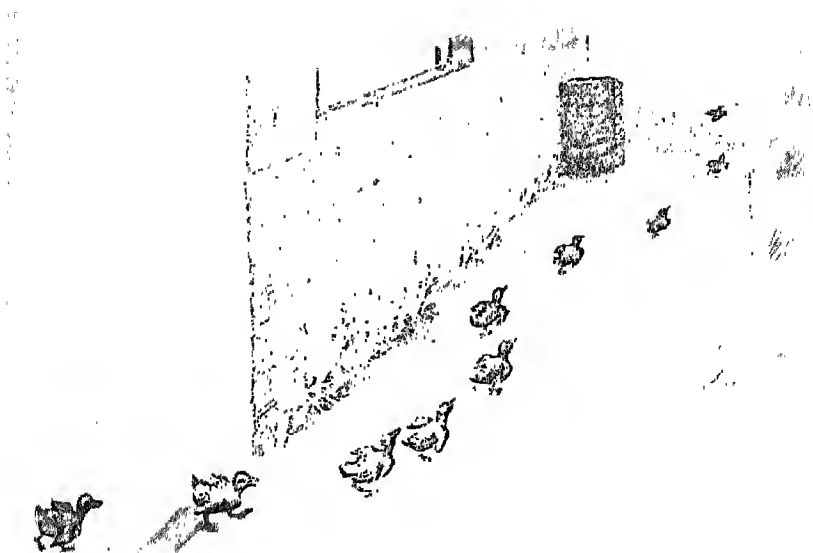
He turned the box over on its side. "In you go," he said to the ducks.

The man shut the wire door, and got into the truck.

"Good-by," he called, and drove off.

"Stop, stop!" called Jerry. But the truck was making so much noise that the man did not hear him.



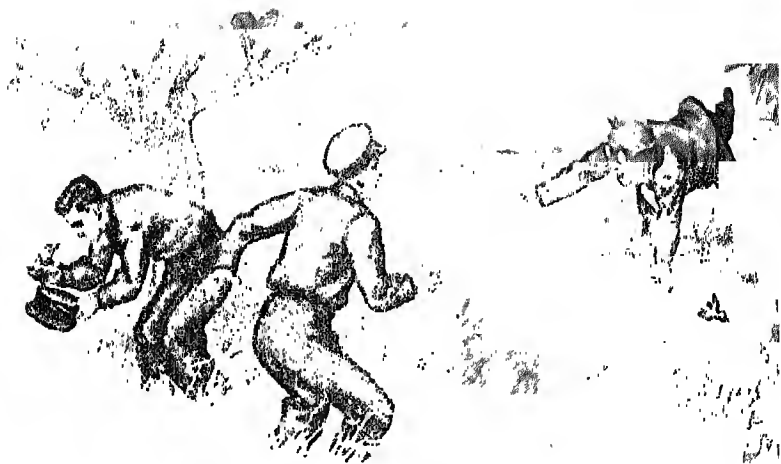


The man did not see that all the little ducks had wiggled through the wire door. They had jumped down on the ground.

“Quack, quack, quack!” The mother duck tried and tried to follow them. But she was too big to get through the wire.

Down the street went the truck with the mother duck in the back.

The ten little ducks looked all around. Then they ran like the wind into the field behind the garage. There was tall grass in the field and a little pond.



Jerry and his father ran, too. They looked this way and that. Not a duck did they see. Every little duck had wiggled into the grass where no one could see it.

"We need help," Father told Jerry. "You and I are not wild duck hunters."

He went to the telephone and called for help. Soon another truck came down the street. It was the fire truck.

Six firemen had come to help catch the ducks. They were followed by a policeman.

By and by the Mayor came, too. He ran all around the field, looking everywhere through his big round glasses.



The ten hunters walked over the field. They were making a great noise to scare the ducks. But the ducks did not come out.

That made the hunt very exciting. It was more exciting than the parade would have been.

Jerry was glad that he caught the first duck. The firemen caught two others.

The policeman caught something, but it turned out to be a frog.

The Mayor fell into the pond while picking up a duck.

Yes, it was a great day.

Some men came and took pictures of the hunters. People everywhere would see the pictures and know about Spring Village. They would see Jerry holding a duck.

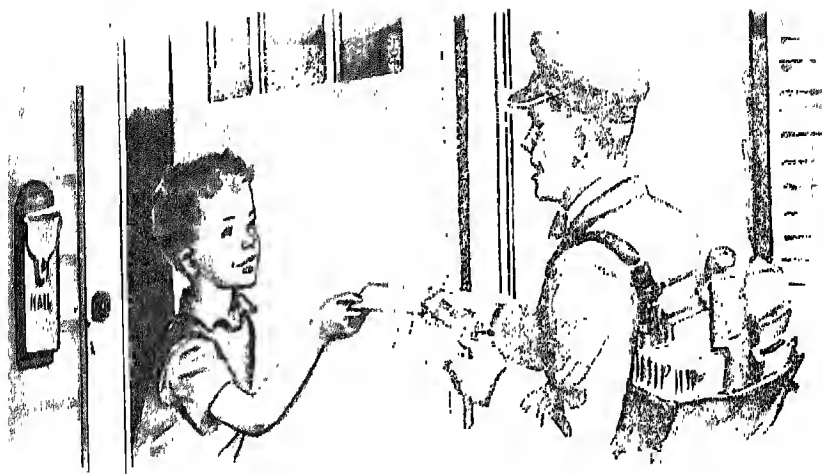
At last the ducks were all caught. Just then the truck from Beaver Park came down the street again.

This time the man did not talk about the wild animals he had caught. He was glad to have the other men help him.

"What a day!" said Jerry's father. "I did not do any work all day long."

"What a day!" said Jerry.





A Party for Mrs. Widgeon

One day Jerry got a letter. He took it to his mother. The letter said:

Mrs. Widgeon is going to the city to live. She is going to have a party for her friends before she goes.

You helped her the day she was in Spring Village. She wants you to come to her party in Beaver Park.

Then the letter told the day and the time for the party.

"Who is Mrs. Widgeon?" asked Jerry.

"She must be someone who knows you," answered his mother.

Jerry took the letter to his father.

"Who is Mrs. Widgeon?" asked Jerry.
"She knows who I am and where I live. She has asked me to come to a party."

"Can you think of any lady who came here for a day?" asked Father.

"No," said Jerry. "I can't."

Jerry thought that he should not go to the party. After all, he did not know who Mrs. Widgeon was.

His father and his mother thought he should go.

His mother said, "The bus goes right to Beaver Park. You have always wanted to go there. This will be fun for you."

His father said, "Mrs. Widgeon will be disappointed if you don't come to her party. She wants to see her friends and say good-by to them."

Jerry thought he should take a present to Mrs. Widgeon. But what should it be?

"An old lady would like flowers from the garden," he said. "A young lady would like a ribbon for her hair. But I don't know what Mrs. Widgeon would like."

"I think she would like a basket of acorns," said his mother.

Jerry thought that a basket of acorns was a funny present for a lady. But his mother said she knew Mrs. Widgeon would like them.



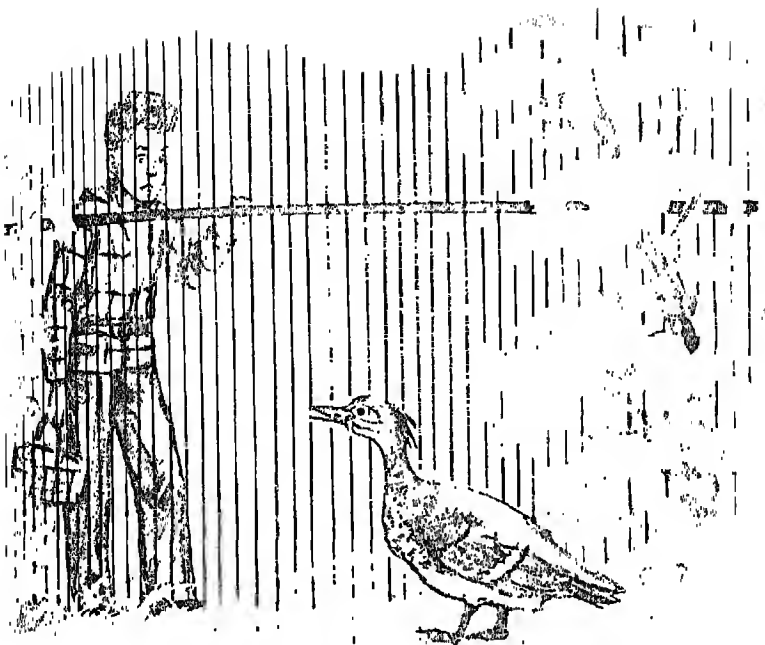
The day of the party came. Jerry put on his blue suit and his new brown shoes. He took the basket of acorns in his hand and walked down the street to the bus.

Jerry liked the ride on the bus. He told the man who drove it about the party and why he had the basket of acorns.

The bus stopped at the park. A man was standing there, waiting for Jerry.

When he saw the letter, he said, "Go right in. Mrs. Widgeon is looking for you. Go down this road to the pond."



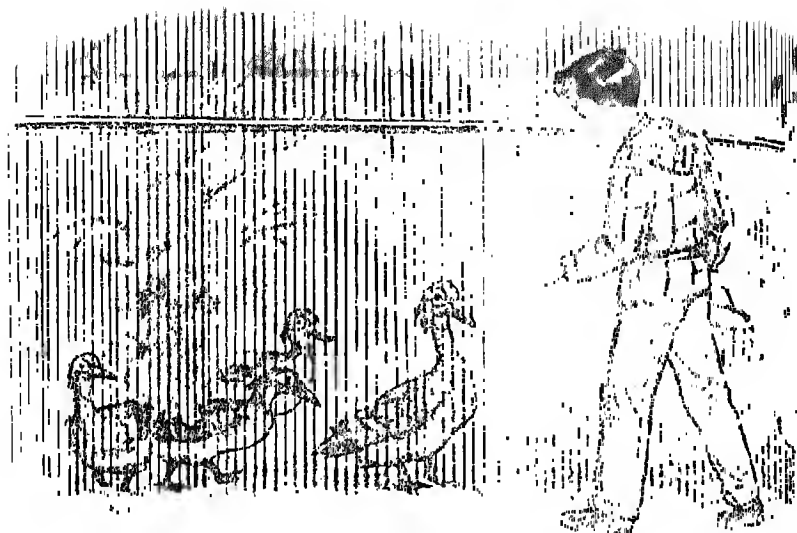


Jerry did as he was told. In about two minutes he saw a big wire cage near the pond. He stopped to look.

Then he gave a happy shout. "Why, it is the wild duck!" he cried.

There in the cage was a mother duck. It was the duck that had come to the garage in Spring Village.

"Hello," said Jerry. "I am glad to see you again. Where are your baby ducks?"



He heard a noise. There in the leaves and branches in the cage were the ten young ducks.

But they were changed now. They were just about as big as their mother. They had rings around their eyes like hers.

Mother duck held her head high and looked at Jerry. The rings around her eyes still looked like big round glasses.

"Oh," said Jerry. "I wish I did not have to go to that party. I want to stay here and watch you."

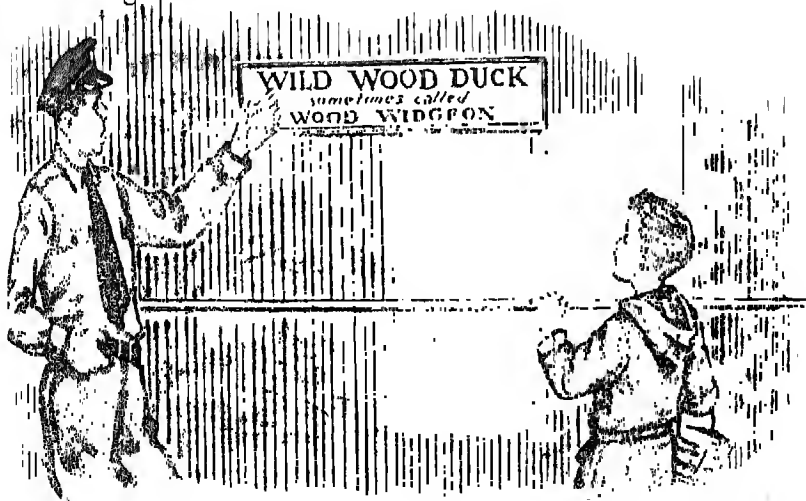
Just then he heard someone calling, "Hello, Jerry." It was the young man who had come to the garage for the ducks.

"So you found Mrs. Widgeon," he said.

"No," said Jerry. "I am looking for her. She is going to have a party. I just stopped a minute to watch the ducks."

"I know," said the man. "I wrote the letter asking you to come. Look at that sign over the cage. See what it says."

Jerry looked at the sign. It said: Wild Wood Duck—sometimes called Wood Widgeon.



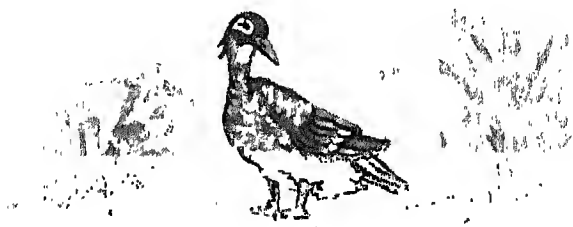
"So this is Mrs. Widgeon," cried Jerry, "She is not just a lady. She is a duck. And you wrote the letter for her."

"Yes," said the man. "Feed the acorns to the ducks. Wild ducks like acorns."

"Then you may see the wild animals. After that we will have dinner together."

Jerry threw in the acorns one at a time. The ducks ate them as fast as they could.

"Good-by, Mrs. Widgeon," said Jerry. "I liked your party very much."



Mrs. Widgeon stopped eating acorns and looked at Jerry. She did not say anything. But her big eyes looked as if she were thanking him for coming to her party.





Dr. Gray's Big Gold Watch

Mrs. Mallaby was one hundred years old. That is very, very old. Not one of her friends was as old as that.

But every one in the village liked Mrs. Mallaby.

One day Dr. Gray was calling on Mrs. Mallaby. They were sitting before the fireplace, talking and eating cookies.



Mrs. Mallaby's kitten was sleeping on the doctor's knee. Her name was Feather.

"Well, well, well," said Dr. Gray. "I like these cookies. I think I'll have another."

"Are many people sick now, Dr. Gray?" asked Mrs. Mallaby.

"Why, no," answered Dr. Gray as he took another cookie. "This is not a good time for doctors."

Mrs. Mallaby and the doctor laughed together.

"I like the children best," said Dr. Gray.

"How do you get the children to take your pills?" asked Mrs. Mallaby. She, too, liked the children best.

"I'll tell you," said Dr. Gray. He put the kitten back in its basket on the floor.

Then he put his hand in his pocket and took out a big gold watch. It was as fat and round as an apple.

Feather climbed right up on the doctor's knee again.

"What a big watch," said Mrs. Mallaby. "It must be very, very old."





"Yes, it is as old as you are," said Dr. Gray. "Look at this."

He opened the back of the watch and held it for Mrs. Mallaby to see.

"Why, it has a little keyhole," she cried in surprise.

"Oh, yes," said Dr. Gray, "but that is not the best thing about it."

From his pocket he took a little gold key, put it in the keyhole, and turned it.

"First I wind the watch," he said. "I wind it and then I set it." He set the hands at one minute before six.

"In a minute," said Dr. Gray, "you will hear something you never heard before."

Mrs. Mallaby waited. Then "Ting-ting-ting-ting-ting," went the old watch.

"It rings!" cried Mrs. Mallaby. "Well, I never! Think of that!"

"I keep it for the children," said Dr. Gray. "Boys and girls who take pills may hear the watch."

Again he put the kitten back in its basket. This time Feather stayed there and went to sleep.

Just then Peter's mother called Mrs. Mallaby on the telephone. Peter was sick, and his mother wanted the doctor to come to see him.

"I'll tell the doctor at once," said Mrs. Mallaby. "Oh, I hope Peter is not very sick."

"His throat hurts," said Peter's mother. "He has never had the doctor before."



When Mrs. Mallaby came back, Dr. Gray was down on his knees, looking around.

She told him about Peter.

"Peter?" he said. "Well, well, well! I'll go right over. But, Mrs. Mallaby, I can't find the key that winds my watch."

"Oh, my, my!" said Mrs. Mallaby.

They looked all around for it—on the table and under the kitten's basket. They looked in the chairs, too. But they did not find the little gold key.

"I may have a key that fits the watch," said Mrs. Mallaby. She got out a funny old bag of keys, but not one would fit.

Then Mrs. Mallaby called Mrs. Hall on the telephone.

"A key to what?" asked Mrs. Hall.

"A key to a big watch," shouted Mrs. Mallaby, as loud as she could.

"I'll see, and I'll ask all the other people around here," said Mrs. Hall.

In three minutes she was at the door.



"Here is my key ring," she said. "Here are the keys to the outside doors and the garage and Mr. Hall's workshop."

"Thank you very much," said Dr. Gray. "But we want a very small key."

Just then up came Mrs. Hunter. She had the keys to their car, their barn, and their back door.

"Oh, my, my!" said Mrs. Mallaby.

All up and down the street people were coming with keys. They all wanted to help the good doctor.

"Look, there is the Mayor," cried Mrs. Mallaby. "He has a very big key. It must be the key to the Village Hall."



Just then Feather stood up. There in her basket was something small and shiny.

"What is that?" cried Mrs. Mallaby and Dr. Gray together.

The doctor picked up the shiny little key and Mrs. Mallaby picked up the kitten.

"Feather, you naughty thing! You went to sleep on the doctor's watch key," she said.

Then the people who were there sat down to have a good talk—all but Dr. Gray. He took his bag and went down the street to see Peter.

He looked down Peter's throat. He did all the other things that doctors should do for sick people.

"Just a cold, I think," he said. "I have a pill here. And . . ."

He pulled out his watch, opened the back, and put in the little gold key.

"Boys who take pills . . ." he began.

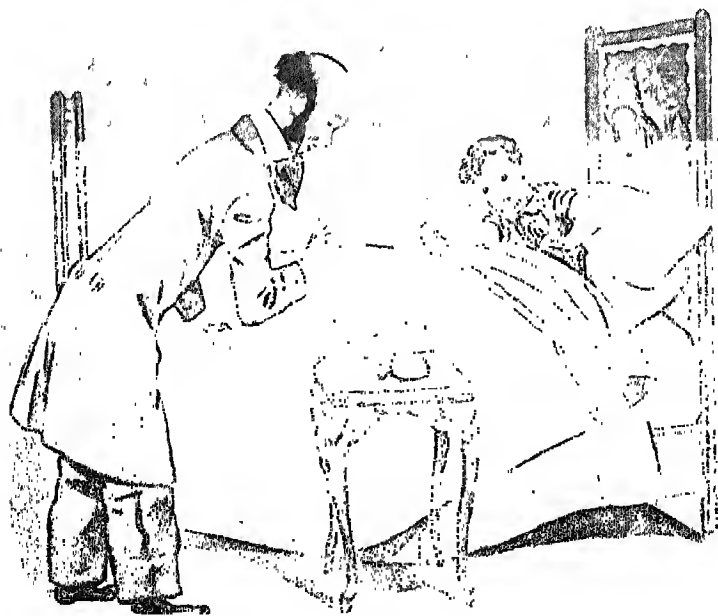
But Peter was ready. He had heard about the watch from other children. He opened his mouth for the pill.

"Well, well, well," said Dr. Gray. "And where shall I set the watch? At one minute before what?"

Down Peter's throat went the pill. "At one minute to twelve," he shouted.

"Twelve it is," said Dr. Gray.

"Ting-ting-ting," went the big old round watch. "Ting-ting-ting-ting-ting-ting-ting-ting-ting!"









White Sunshine

"Mary! Mary! Come quick." It was the twins who were calling.

"What is it, Janet-Jim?" That was what Mary always called the twins when they were together.

There was no answer. So Mary followed Janet and Jim out to the woods.

She found them on their knees in the long grass. They were looking at something on the ground.



There in the long grass were two baby fawns. They looked up with their warm brown eyes. On their red-brown coats were white spots that looked like sunshine.

"How pretty they are," said Janet. "I want to keep this one. I'll call it Cookie. It is brown like a cookie."

Janet took off her old blue sweater, and put it around the smaller fawn. "Are you cold, little one?" she asked.

"May we take them home?" asked Jim. Mary shook her head.

"Oh, Mary, why not?" asked Janet. Mary tried to make the twins understand.

She said, "These fawns are very young, Janet-Jim. They are too young to leave their mother. They need her care and her milk. We must not take them away.

"We can come to see them every day. We can feed them. Then maybe they will get to know us and follow us home."

"I guess we should go away," said Jim. "The mother deer will not come back while we are here."

All that day the twins talked about the little fawns. In the morning they went out to the woods before breakfast.

But they could not find the fawns.

Three days went by. One morning, as Janet ran through the long grass, she had to make a quick stop.

She was just about to step on one of the fawns. It was Cookie.

The poor little fawn could not hold up its head. Janet called Mary and Jim.

"Oh," said Mary, "I am afraid its mother has left it. We should not have put your sweater over it. That must have scared the mother away."

"Now we have to take it home," said Jim. "Don't we, Mary?"

"Yes," said Mary. She ran to the barn for their pony.

Together the children put the fawn on the back of the pony and took it home.



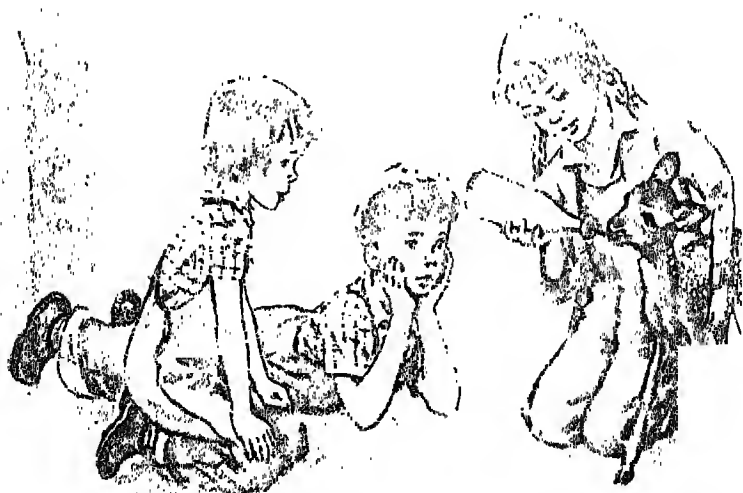
They made a warm bed for the fawn on the back porch. Their mother told them to feed it milk and water from a bottle.

Four or five times a day the children gave Cookie her bottle of warm milk.

And Cookie lived. Soon she could walk around. Then she could run in the woods.

How she liked to run! She never seemed tired. And the children never grew tired of watching Cookie.

But most of the time she stayed near the house. Every morning she came for her bottle of milk.





The twins liked to play hide and seek with Cookie in the woods.

They would think the fawn was near, but she stood so still they could not see her. The spots on her coat were like sunshine coming through the leaves.

After a while something would move—Cookie's nose or one of her ears. That would tell where she was.

Then they would run to Cookie and put their arms around her. Cookie seemed as glad to be found as they were to find her.

Little by little the fawn lost her white spots. They turned brown like the rest of her coat.

Fall came, and with it came hunting days. Cookie did not know that she should be afraid of the hunters.

The children talked about keeping the fawn in the barn. But they didn't want to shut her up. They knew Cookie would be too unhappy.

One day they saw Cookie following two hunters down the road. The children called to her, but she did not come back.

The days went by. Still no Cookie!

Winter was long and hard. The children were troubled about the fawn. Was Cookie hungry? Was she cold?

One day they saw Cookie again.

She was standing just inside the woods. Behind her stood a mother deer and a young buck.

Janet and Jim would have run to Cookie but Mary stopped them. She went to the barn and came back with vegetables and hay. She threw these down on the ground.

Then they all waited. Slowly Cookie left the other deer and walked over to the food.

Two or three times she looked back. She seemed to be saying, "Don't be afraid. These are my friends."

The mother deer and the young buck stood still. Just their noses moved. They were afraid of the children.



But at last they followed Cookie. In a minute they were eating as hungry animals always eat. Then the mother deer and the buck went back to the woods.

Cookie did not go with them. Slowly, step by step, she came to the children. She stood still and let them pat her and pull her ears. Then away she went.

This time the children were not unhappy when Cookie followed the other deer.

They knew that her real home was in the deep woods. If she needed her friends, she would come again.





Possum in the Tree

"Teddy! Teddy! Get up," called Roger. "If you don't get up right away we can't catch a possum this morning. Possums go to bed when the sun comes up."

Roger thought that he knew almost all there was to know about possums.

The boys dressed fast. It was still dark when they went into the woods.

Roger picked up a short green branch. They would need that when they caught the possum.

Under the trees it was almost as dark as night. A noise made the boys jump.

"Don't be afraid," said Roger. "It is just a squirrel."

A catbird cried out near them. "Maybe we should go home," said Teddy.

The boys laughed to think they had been scared by a bird and a squirrel.

Soon they came to the old tree where they thought the possum lived. They sat down to wait.

They heard a sound in a tree nearby. A bird flew out, making a terrific noise.



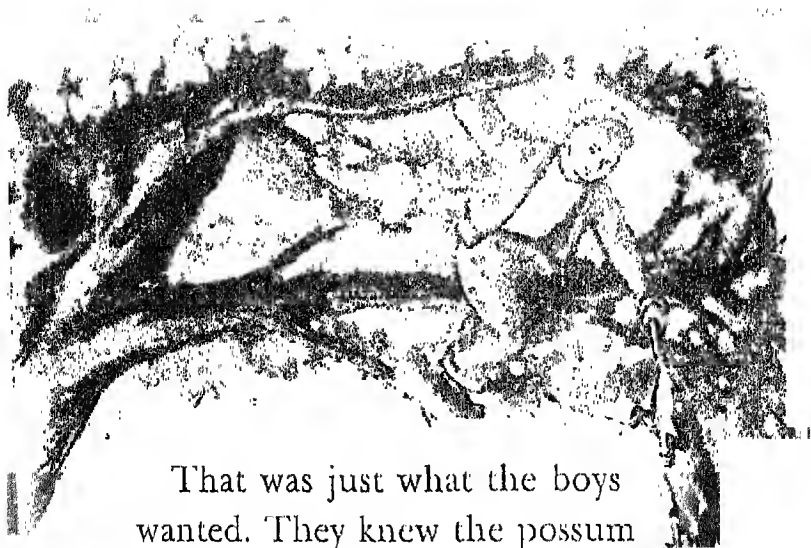


"Look," said Roger. "There is a possum in that tree. It is eating the eggs in the bird's nest."

Roger was right. A possum was hanging by its tail over the nest. When the possum saw the boys, it made angry noises.

Now was the time to catch it. The boys knew just what to do.

Roger pushed his green branch under the possum's nose. The animal caught the piece of wood in its teeth.



That was just what the boys wanted. They knew the possum would not let go.

Teddy climbed up the tree and caught the possum by the tail.

How funny they looked! The possum was hanging by its tail, holding one end of the stick in its teeth. Roger was holding the other end of the stick.

Teddy was holding the possum's tail with one hand and holding on to the tree with the other hand.

All at once Roger pulled the stick too hard, and Teddy lost his hold on the tail. Down came the possum on top of Roger.

Roger jumped up at once. The possum did not move.

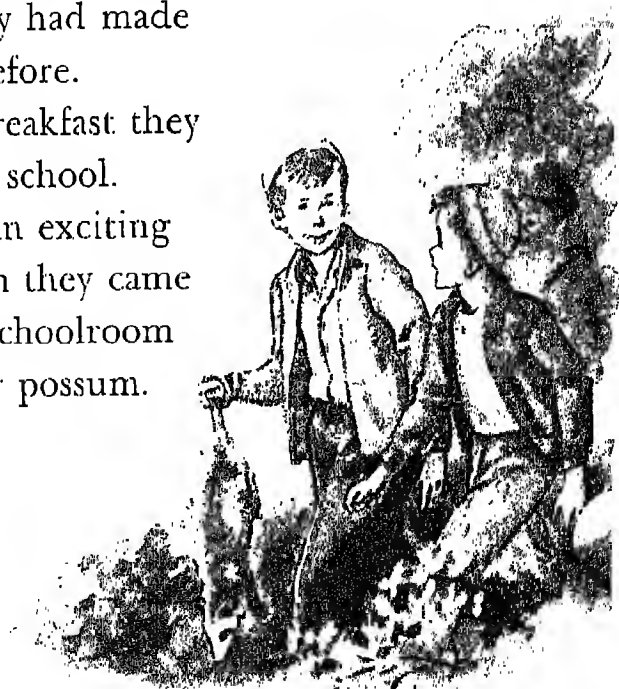
"Is it hurt?" asked Teddy.

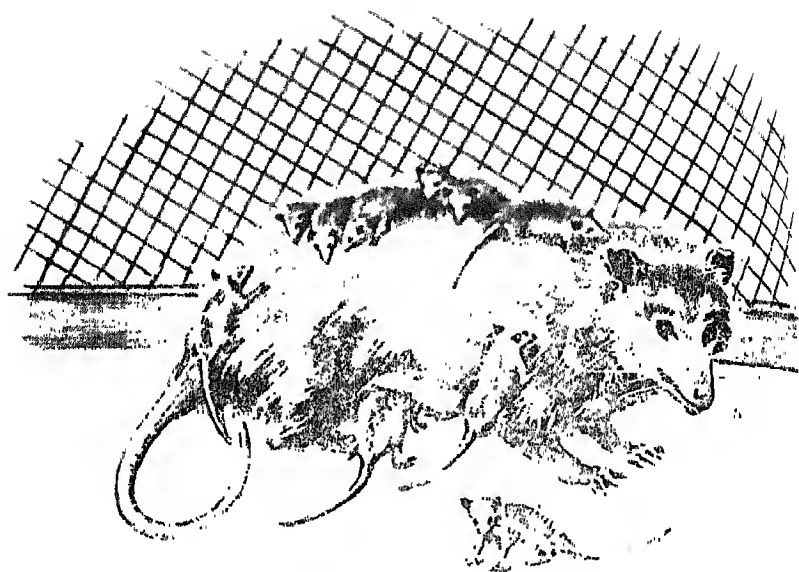
"Oh, no, it is just playing possum," said Roger. "If we left it here, that old possum would be gone in a minute."

He picked up the possum by its tail and carried it home. He and Teddy put it in a cage they had made the day before.

After breakfast they took it to school.

It was an exciting time when they came into the schoolroom with their possum.





A baby possum climbed on its mother's back. Others followed it.

Then the first one went sliding off and banged its nose. How it did sneeze!

The children thought this must be the way possums talk to one another. For just then the mother sneezed again. In a flash the little ones were back in her pouch.

All the children were surprised. Roger said, "I guess I don't know as much about possums as I thought I did."

What the Plow Turned Up

The Westfield children were going on a picnic. Alice had made the sandwiches, and Mother had made the cookies.

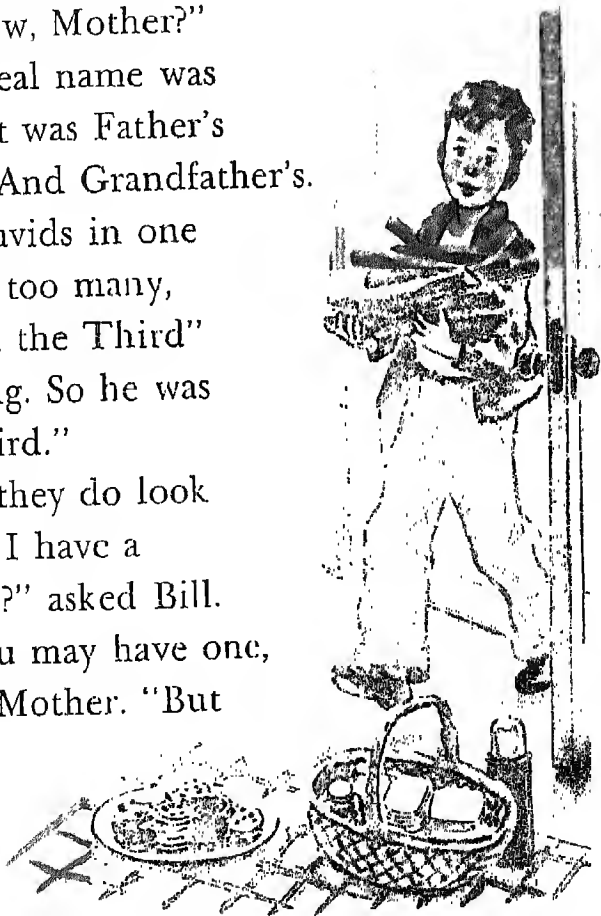
"Those cookies look good," said Third, coming in with wood for the fire. "May I have one now, Mother?"

Third's real name was David. That was Father's name, too. And Grandfather's.

Three Davids in one home were too many, and "David the Third" was too long. So he was called "Third."

"Mmm, they do look good. May I have a cookie, too?" asked Bill.

"Yes, you may have one, too," said Mother. "But just one."



"Everything is ready. Let's go," called Alice. She picked up the picnic basket.

"Me, too?" asked Sue, the baby.

Alice, Bill, and Third looked at one another. "Must we take her?" they asked.

"Please, please," cried Sue.

"Well, all right," said the others. "We will take care of her, Mother."

The four Westfields ran through the meadows, shouting and laughing.



By and by Bill put down the basket. "I am hungry. When do we eat?" he asked.

"In about a minute," said Alice. "Just as soon as we get to the brook."

Under the branches of a big, old tree they opened their picnic basket and ate the sandwiches and cookies.





"Let's walk down the brook," said Third, pulling off his shoes and stockings.

Off came the other shoes and stockings. Third splashed down the brook, and the others followed him.

"Look!" shouted Bill. "There is Andy, plowing the field."

"Hello, Andy!" called the children as they climbed out of the brook. They liked Andy. Sometimes he let them ride on the plow horses.

Andy stopped the horses. "Where did all you young ones come from?" he asked.

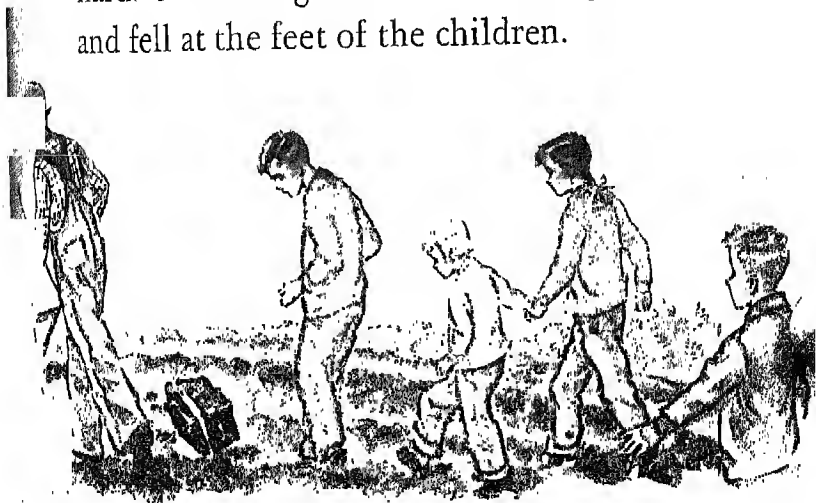
"Picnic," they answered.

Little Sue looked up at Andy. "I want to ride on Old Gray," she said.

"I guess you can have a ride after I plow this field," said Andy. "Follow along."

The children followed Andy. They liked to see the plow cut through the ground.

All at once the plow struck something hard. Something flew out of the ground and fell at the feet of the children.



"It is an old box," cried Bill. "The plow struck it." He got down on his knees to pick up the box.

The top came off. Out fell some silver dollars, old spoons, and other things. The children were too surprised to say a word.



"Well, what do you know!" said Andy.

He picked up the top of the box. "See what it says here," he cried. "David Hill Westfield."



"My name!" shouted Third. "Some one with my name! Who owned all that money and those spoons and things?"

Andy said, "That must have been your great grandfather, or his grandfather. This box has been in the ground for a long time.

"Your people have owned this land all these years."

Then he said, "Put everything in the basket and take it home. Your father and mother will want to see these things."

The children picked up the old spoons, the silver dollars, and other things. They put them in the picnic basket.

Little Sue looked up at Andy. "I want to ride on Old Gray," she said.

"Just one minute, Sue," said Andy. He plowed the rest of the field.

When they came to the fence, Andy left the plow. He put Sue on Old Gray's back. The other children ran on together.

Alice carried the basket. "Grandfather will have a good story to tell us tonight," she said.





The Mystery of the Treasure Box

"Well, well," said Grandfather, picking up the broken treasure box. "It looks as if you children had found the answer to the Westfield mystery."

"What mystery, Grandfather?" asked the children.

"Have you never heard of the Westfield mystery?" asked Grandfather. "Well, come here, and I will tell you the story as my own grandfather told it to me."

Grandfather picked up a spoon. This is the story he told the children.

"These spoons must have been owned by your great-great-grandmother. In those days people did not have many beautiful things. She must have loved these silver spoons.

"And these old silver buckles must have come from the shoes of your great-great-grandfather. In those days, some men had buckles on their shoes."

"Hmm," said Third. "No buckles for this David."

Grandfather held up an old, yellowed paper.

He said, "I am glad this paper has been found at last. It tells us that a Westfield owned all this land at that time, just as we do now."

"But, Grandfather," said Bill, "what was the mystery?"

"The mystery began the day the Indians came here," said Grandfather.

"To this very house?" asked Alice.

"No, not this one. But to a log house that stood on this land. That was a long time before this house was built.

"The men who lived around here had all gone away. They had gone to get some things they needed before winter came.

"My grandmother—she was your great-great-grandmother—stayed at home with the two children, David and Polly."



"One day the children climbed the hill to watch for their father. From the top they could see a long way.

"But they came running down the hill. 'Indians! Indians! The Indians are coming on horses,' they shouted.

"Their mother ran for the strong box that held her treasures. She said, 'Take it to the woods. Dig a hole and hide it.'

"David and Polly took the box and ran to the woods. It was hard work to dig a deep hole. But they hid the box well.





"When the Indians came, Grandmother went out to talk with them. They looked hungry.

"Grandmother had been cooking corn meal over the fire. She gave all of the corn meal to the Indians. She gave them water for their horses, too."

"The Indians were pleased by what this white woman did. From that day on, they made no trouble for the Westfields.

"After David and Polly hid the box they came back to the house. There was no corn meal left. But everyone was happy.

"That night the first snow of winter fell. The men had a hard time finding their way home through the storm."

"But, Grandfather, what about the strong box?" the children wanted to know.

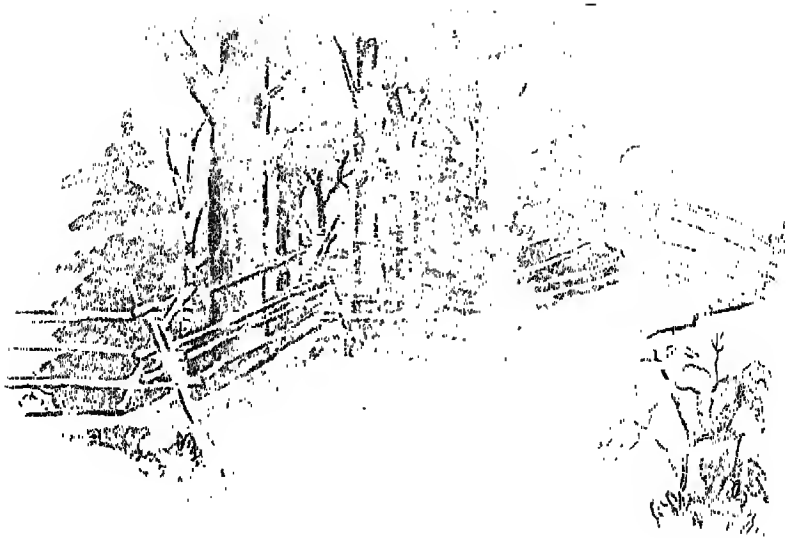
"The strong box was left in the ground all that winter," Grandfather said. "When spring came the Westfields hunted for it.

"No one could find the spot where the children hid the box so well.

"The years went by, and it was still a mystery. But Grandfather never forgot the lost strong box. 'Some day a Westfield will find it,' he always said."

"And today a Westfield did," said Bill.





The Meadow Mouse Forgot

Stumpy was a little meadow mouse. He lived in a nest in the long grass.

His legs were short and his tail was short. That is why he was called Stumpy. His ears were short and his fur was brown.

One warm day Stumpy was sitting just outside the doorway of his home. Along came a fat brown toad.

"Good morning, Old Toad," called the little mouse. "Will you stop and talk with me for a while?"



Stumpy liked to talk with the toad. He was very old and knew many things.

When the mouse asked about anything, the toad always gave him the right answer.

"Old Toad," Stumpy asked, "can you tell me where the great owl lives?"

"He lives in a hole in a tree, over in the woods," the toad answered.

"But you should stay away from the owl, little meadow mouse," he said. "If you don't, you will get into trouble. Owls eat mice, you know."

"I know they do," cried Stumpy. "I wish there were no owls in all the world."

"Do you know what the great owl looks like, little mouse?" asked the toad.

"No," answered Stumpy. "But sometimes at night, when all is still, I have heard his loud call. Once I saw his big round eyes, all shiny in the dark. They scared me, Old Toad."

"You need not be afraid of the owl now," said the toad. "He is sleeping in his tree, over in the woods."

"Then he will not catch me?" asked Stumpy.

"No," answered the toad. "Owls sleep all day. They can't see well in daytime."

"Then I'll go out and hunt for something to eat," said Stumpy.

"Don't forget to stay away from the woods after the sun goes down," said the old toad.

"I'll not forget," said the little mouse, and he scampered away on his stumpy little legs.

But Stumpy did forget. He had many things to think about on this beautiful summer day. He soon forgot about the owl.

There were other mice in the meadow. They scampered about in the grass, looking for food, and playing merry meadow games.

At last Stumpy was tired. He went to sleep in the long grass.



All at once Stumpy heard something—
“Too-whoo-oo-oo!”

Stumpy was scared. He knew it was the
great owl, out hunting for its dinner.

He looked out from the long grass.

The sun had gone down. The meadow
was almost dark. The woods were dark.

The call of the owl sounded near. Why
had he gone to sleep so near the woods?

“Too-whoo-oo-oo!” came the call again.





With an unhappy squeak, poor Stumpy jumped up. He ran as fast as he could go.

But the owl had heard the squeak.

Down from his tree he flew after the little mouse. He was going to catch Stumpy if he could.

It was an exciting race. Stumpy and the owl got to Stumpy's home almost together.



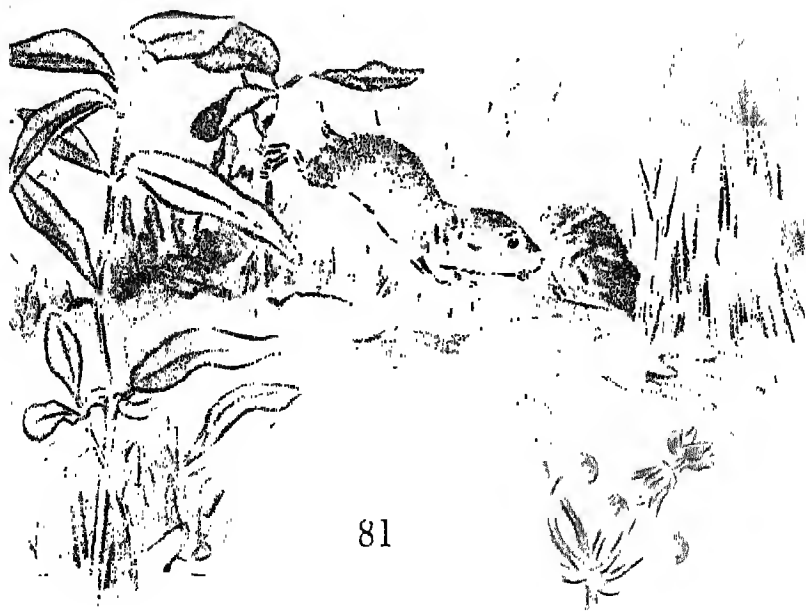
The owl waited just a minute. Then he dived down to make his catch.

But the little meadow mouse dived first, right into the doorway of his home. He was just in time.

The great owl had lost the race.

Night had come. Stumpy was tired. He was glad to get to his bed of grass and shut his eyes.

"I was too quick for the great owl," he thought. "Old Toad will be surprised when I tell him about our race."







Wags, Go Home

"Wags, go home!" said Jimmie.

"Home, Wags," Judy told the little dog.

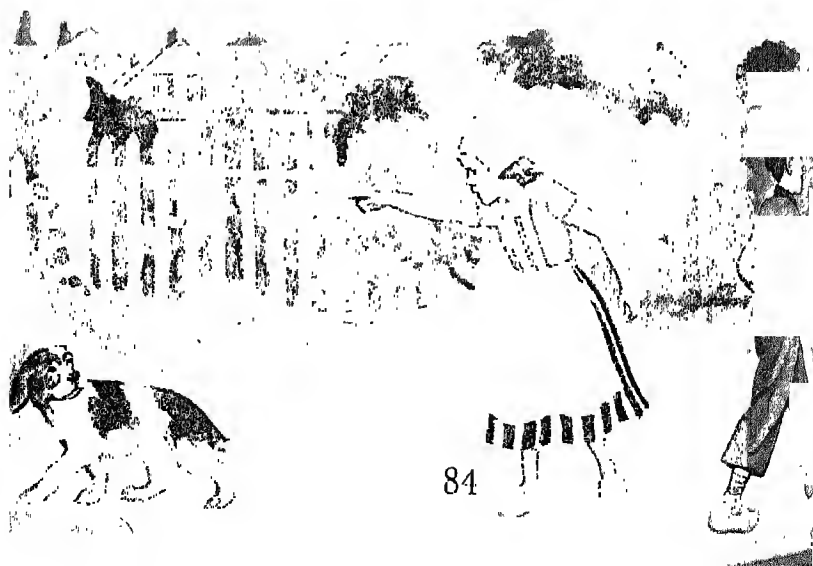
Wags looked at the children. "Let me go, too," his brown eyes seemed to say.

Wags did not know that the children were going to the water carnival. But he knew that where the children went, he wanted to go.

Jimmie and Judy shook their heads.

"No, Wags, no," they said.

Wags turned and walked back slowly.





Jimmie and Judy went on down the street to the river park.

"Look at the sunset," cried Judy.

"All the sunset colors are in the water, too," cried Jimmie.

"We can't take time to look now," said Judy. "Don't forget we are going to be in the carnival. We must get there on time."

"Some of these other people are in it," said Jimmie. "They have on dresses and suits from other lands."

"How pretty they look," said Judy.

"Your dress is pretty, too," said Jimmie.

"I like all the colors in it."

"It is fun to be dressed the way Daddy and Mother were dressed when they were children in another country," said Judy.

"I am very glad I don't have to dress like this all the time," said Jimmie. "I am glad Mother and Daddy came to live in this country."

"So am I," answered Judy. "But I love to dress this way for the carnival. It is fun to dance the way Mother did when she was a little girl."

Soon the children came to the river. Many people were sitting on the ground, waiting for the boat parade.

Now Jimmie and Judy could see the lighted boats. "Look, there is our boat, the Betsy Ann," cried Jimmie. "Her name is in colored lights."



Most of the boats were flat barges. At the back of each barge was a big paddle wheel that made the boat go.

The children ran down the steps and jumped on the Betsy Ann.

The other children on the barge were dressed like Jimmie and Judy. They were all waiting to be in the dance.

"There is Mr. Long," said Jimmie.

Mr. Long was nailing up the lanterns.
"May we help you?" asked Jimmie.
"Yes. Get another hammer and help me
hang these lanterns," said Mr. Long.

Jimmie got a hammer. It did not take
long to nail up the rest of the lanterns.

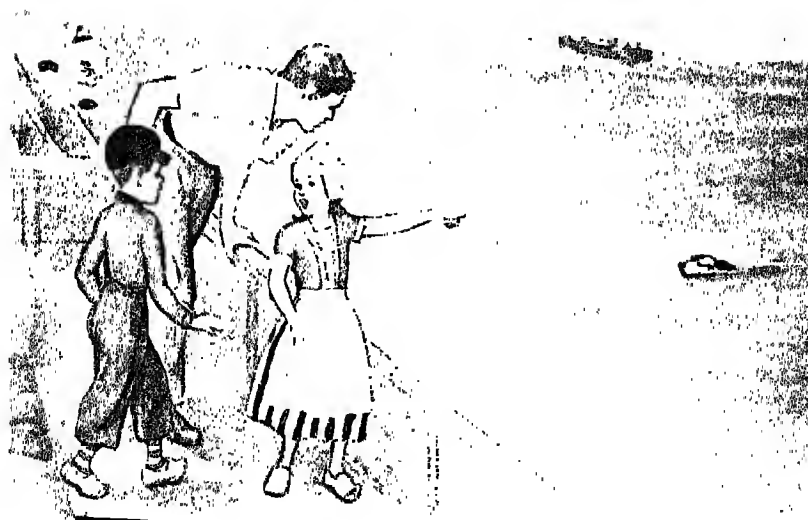
"Our boat has moved," said Judy.

The boats began to take their places in
the parade. From each one came music.

"The lantern lights in the water are like
colored ribbons," said Jimmie.

Judy looked. "Oh, Jimmie," she said,
"there is something in the river."

"It is a dog!" said Jimmie.



"Jimmie! Judy!" called one of the boys.
"It is time for our dance."

But Jimmie and Judy did not move.

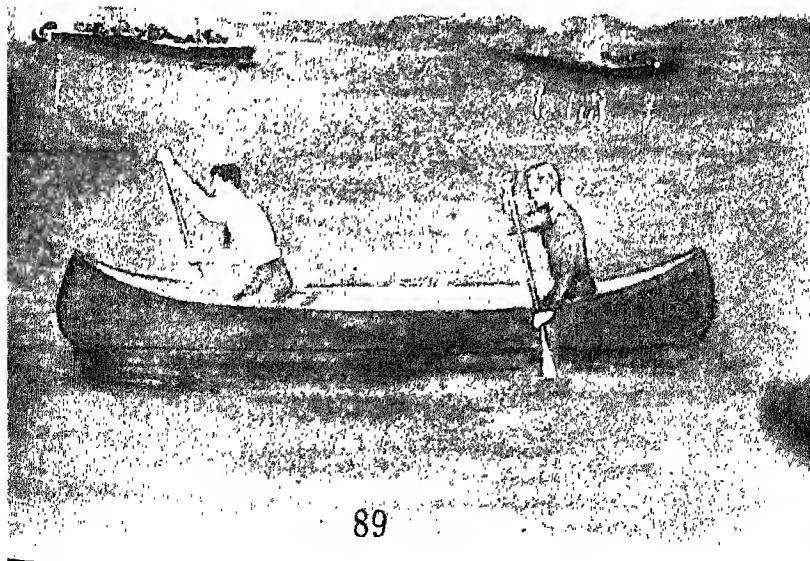
Mr. Long was looking, too. "That dog needs help," he said.

"He will get pulled under the paddle wheel," cried Jimmie.

"Jimmie! Tell the man to stop the wheel. Be quick!" called Mr. Long.

He kicked off his shoes. "Stand by!" he shouted to some men in a canoe nearby.
"Going after dog."

Then he dived into the water.





Jimmie and Judy forgot all about their dance. They watched Mr. Long swim over to the tired dog. They saw the men in the canoe take the dog from him.

The men paddled over to the barge and handed up the dog to Jimmie.

"Why, it is Wags!" cried Judy.

"Your dog?" asked Mr. Long, as he climbed up on the barge.

"Yes," said Jimmie. "Is he all right?"

"All he needs is a good rest," said Mr. Long. "There is a box in the back of the boat. Let's put him in that."

They carried Wags to the back of the boat and put him to bed in the box.

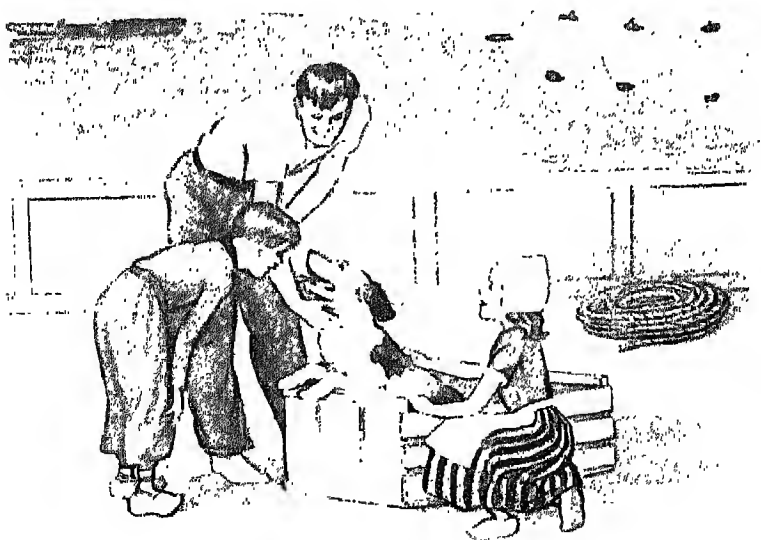
"He follows us everywhere," said Judy.
"He tried to swim after us."

Just then the music of their dance began.

"Judy!" cried Jimmie. "It is time for our dance. They are waiting for us."

Wags looked up and barked.

"He wants to thank you, Mr. Long," said Judy. "Jimmie and I thank you, too."



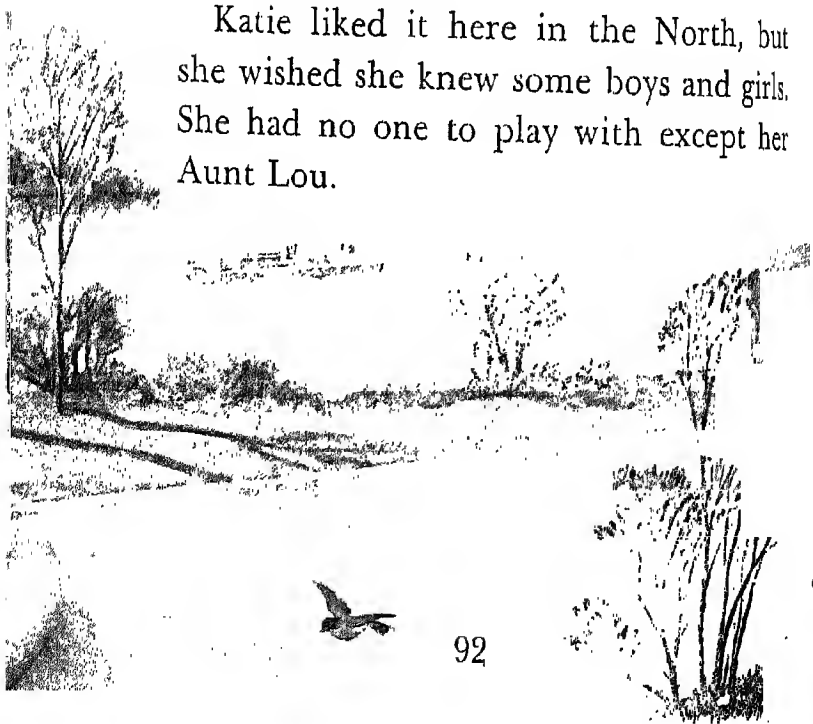
Not Lonesome Any More

Katie pulled the little red wagon along the river road. It was a beautiful day and the river was all shiny and blue.

But Katie was so unhappy that she did not see how pretty the day was.

Katie was lonesome. She had come from her home in the country to the big city. She had left her friends in the South to live with Aunt Lou.

Katie liked it here in the North, but she wished she knew some boys and girls. She had no one to play with except her Aunt Lou.

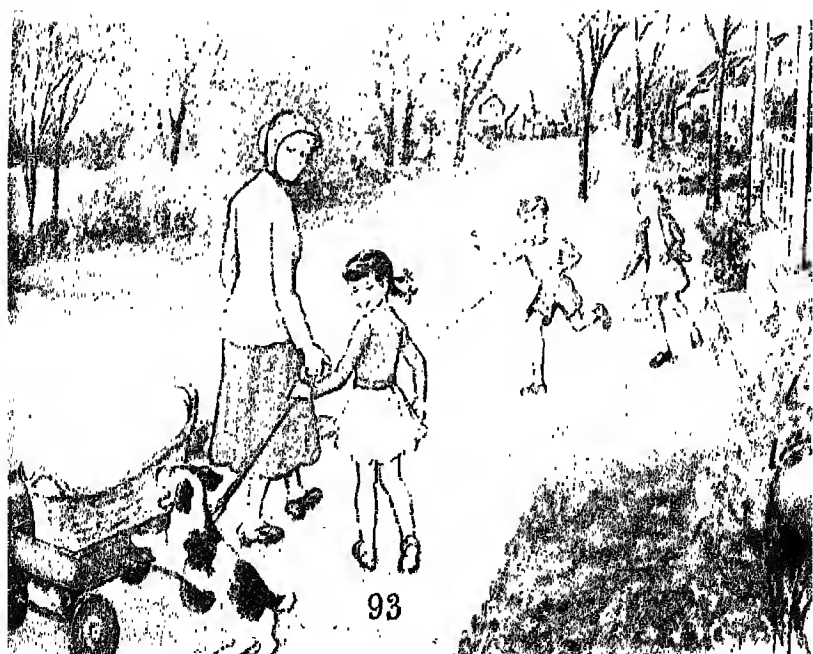


Aunt Lou did washing for other people. Katie liked to take the clean clothes back to the people.

Aunt Lou would put the big basket of clothes on the little red wagon. Sometimes she and Katie would pull it along together.

One day they had gone to the Brown's house. A little dog had barked at them and jumped at the red wagon.

"Down, Wags," called Jimmie and Judy Brown. "He wants to say hello," they said.



Then Mrs. Brown had asked them to come in and have some ice cream.

What a grand day it had been! Aunt Lou had stayed and talked with Mrs. Brown, while Katie played with Jimmie and Judy.

Katie had played with them another time when she had gone to get the washing. But today, when she took back the clean clothes, they were not at home.

So Katie was lonesome. But there was something else that made her unhappy.

Soon she would go to school. Katie was scared when she thought about all those new boys and girls. There would be no one she knew.

Katie was looking at the ground as she walked along. All at once she looked up and saw the cherry trees beside the river. They were all pink with flowers.

Katie stood and looked and looked at them.



"Those cherry trees are as pretty as the flowers at home," she thought. She looked up at the sky. For the first time she saw how blue it was.

"Everything is going to be all right," Katie told herself. She was happy again as she walked along the river road.

Just then she heard a little girl calling, "Oh, what a wind! There goes my paper! Wags, come here!"

Katie watched as the wind blew a piece of paper near the river. The little dog ran after it, barking.



Quick as a flash Katie ran down the steps to the river walk. She caught the paper just as it was going into the water.

She turned and saw Judy standing at the top of the steps. "Oh, thank you," called Judy. "I was afraid Wags would get dirt all over my picture."

"May I look at it?" asked Katie.

Judy held up the picture. There was the blue sky, three tall trees, and the bridge over the river.



Katie's eyes grew big. "Did you paint that?" she asked. Then she saw the other children who were painting.

"Yes," said Judy. "This is painting day for our school. We came out with Mrs. Merryman to paint today. It is fun to paint here by the river."

"See my painting," said Jimmie.

"Why, it is the boat on the river," said Katie. "I wish I could make a picture. I have never tried to paint."



Judy gave Katie a piece of paper and a brush. "You can use my paints and this glass of water," she said.

Katie picked up the brush. She looked at the river and the trees and the sky. Then she began to paint.

At last she put down her brush.

Behind her stood Jimmie and Judy. Mrs. Merryman was watching, too.

"Where do you see that?" asked Judy.

"Up the river," answered Katie.

There on Katie's paper were the cherry trees, all pink under the blue sky.

"Your picture is beautiful. You must have painted before," said Mrs. Merryman.

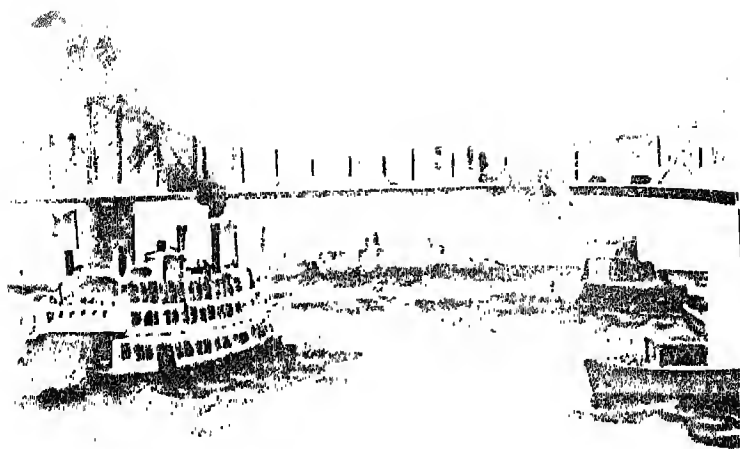
Katie shook her head. "But I would like to try again," she said.

"You shall," said Mrs. Merryman. "You will soon be coming to our school. You may come with us every time we go painting."

"Oh, thank you," said Katie.

She thought to herself, "Now I know what the cherry trees were trying to tell me—that I'll never be lonesome any more."





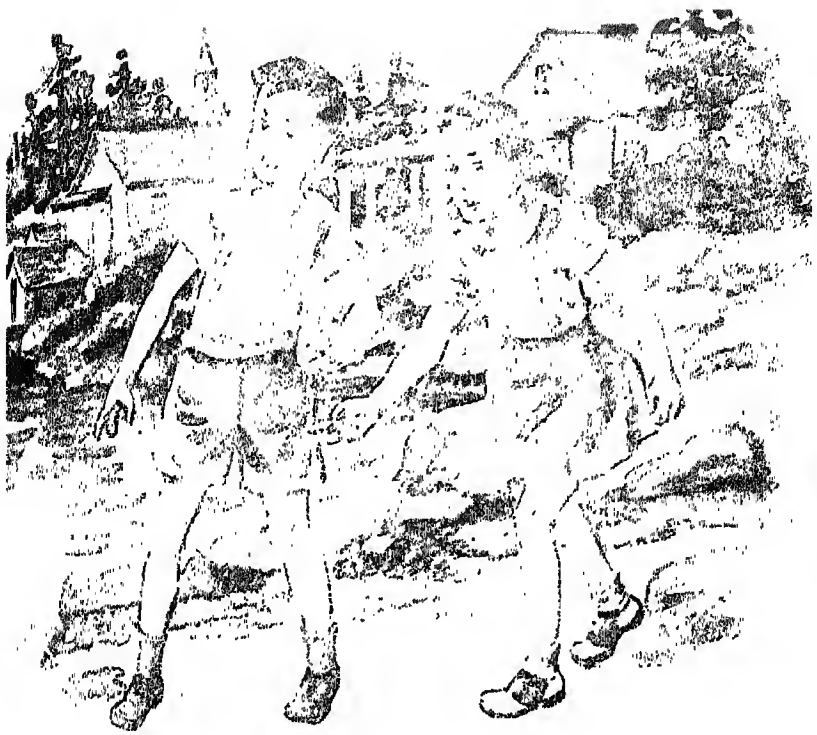
When You Make a Wish

"Look! That one hopped three times," shouted Ned.

He and Ann were playing by the river. They were throwing flat stones, trying to make them hop along on top of the water.

The two children lived near each other on an island. It was a big island with many homes.

Ned and Ann liked their river. It was fun to cross the big bridge when they went to the city. It was still more fun to play near the water.



Ann's stones just would not hop. "Let's think of something else to do," she said.

"Uncle Will told me about something we can do," said Ned.

"We can write a letter and put it in a bottle. Then we can throw the bottle into the water and let it float down the river. Someone will find it and answer—maybe."

"I like that," said Ann. "Let's write the letter now."

"First we will get a bottle," said Ned. "We must use a cork that fits, so the water cannot get in."

Ned found a clean bottle and a good cork. He and Ann went into the house to write their letter. Ann wrote this letter:

Dear -----,

Our names are Ann Gray and Ned Coleman. Ned is eight years old. I am almost eight.

We live on Pine Island in Fall River.

If you find this letter, please write to us. We will answer at once.

Ann Gray
Ned Coleman



Ann put the letter in the bottle. She handed it to Ned.

"Push the cork in hard. We don't want it to come out of the bottle," said Ann.

Then they ran down to the river.

"Here goes!" called Ned. He threw the bottle as hard as he could. It flew far out over the river before it fell into the water.

Then the bottle floated slowly down the river. The children watched as long as they could see it.

"Ned," said Ann, as they walked back to her house, "how long do you think we shall have to wait for an answer?"

"I don't know," said Ned. "We must be patient. The bottle may float a long way before anyone picks it up."

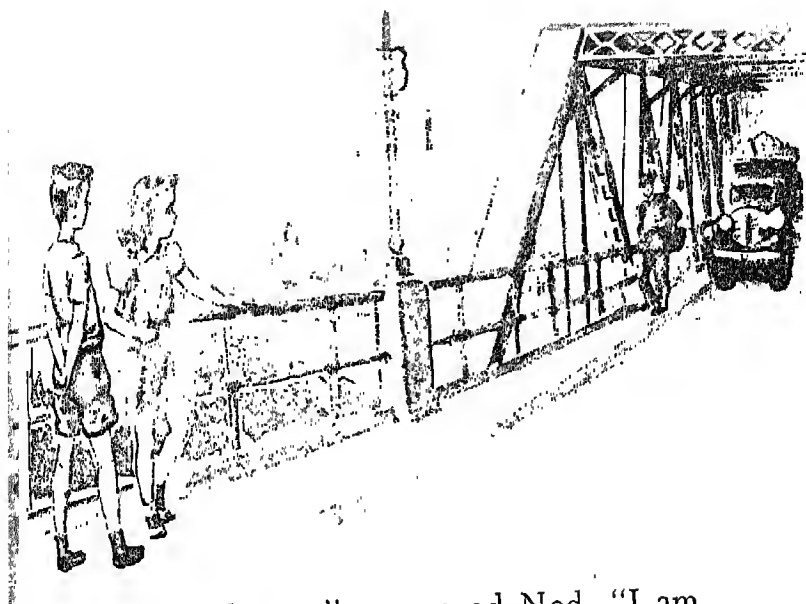
"I don't like being patient," said Ann. "I want the answer soon. I know I shall not think about anything else."

"I have something else to think about," said Ned. "I have my birthday wish."

"What in the world is a birthday wish?" asked Ann.

"Uncle Will told me he would try to give me anything I wanted for my birthday," answered Ned.

"That will be a fine present," said Ann. "What are you going to wish?"



"I don't know," answered Ned. "I am thinking about it. It must be something very, very good."

Every morning after that, Ned and Ann waited for the postman to come over the bridge. They always hoped he would have a letter for them. But day after day went by, and no letter came.

Ann was disappointed. "I guess no one found our letter in the bottle," she said.

"Be patient," said Ned. "I think we will get an answer, maybe very soon."

Ned was right. One morning the postman had a letter for Ned and Ann. Ned ran to find Ann.

"Open it, quick," she cried.

This is the letter:



Dear Ann and Ned,

My name is Dickie Brown.
I am eight years old, too.

I found the bottle with your letter. It was on the shore of the river where I play.

I live in Fall City. My father says it is one hundred miles away.

Please answer my letter soon.

Dickie Brown.

"Just think, Ann," shouted Ned. "Our bottle floated one hundred miles down the river."

"Is that very far?" asked Ann.

"I should say it is," said Ned.



They sat right down and wrote to Dickie. Dickie wrote two more letters. Ned and Ann answered his letters at once.

One day Ann said, "I wish we knew more about the place where Dickie lives."

Ned said, "We can ask Uncle Will to tell us about Fall City. He is coming here soon.

"You know my Uncle Will. He is the captain of a big boat that goes up and down the river."

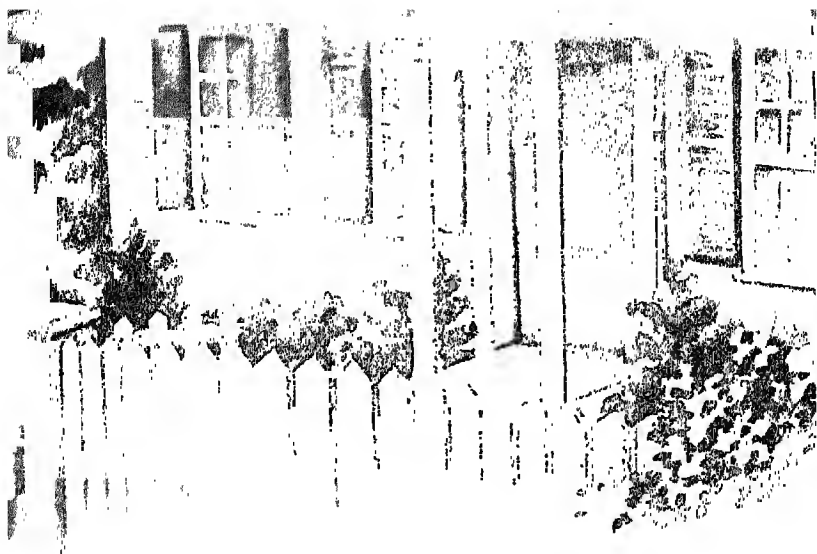


And Uncle Will did come, just before Ned's birthday.

"Yes, I have been to Fall City," he said, when he saw the letters. "I go past it in my boat every time I go down the river."

"I wish we could see Dickie," said Ned.

"Look out, Ned, when you make a wish," said Uncle Will. "You know I said I would give you anything you wished for your birthday. Is that your birthday wish?"



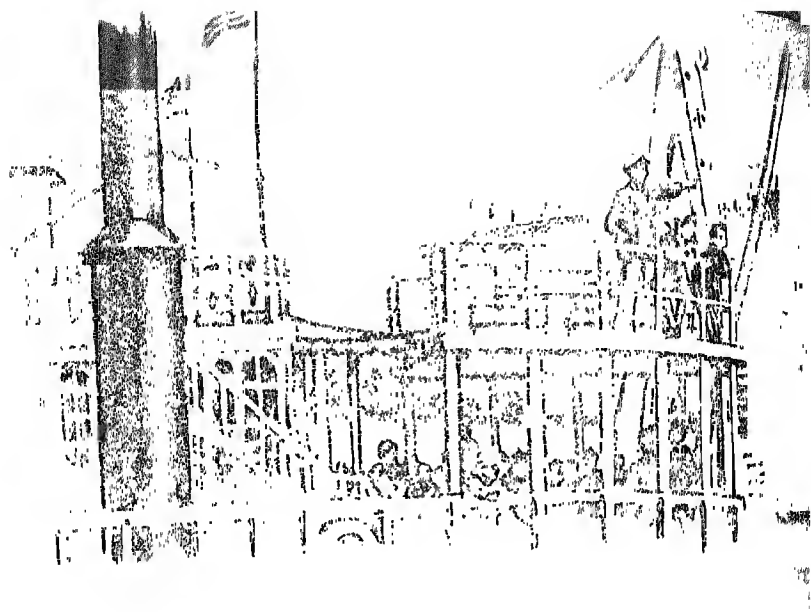
"Yes," shouted Ned. "Please take Ann and me to see Dickie. I would like that better than anything else. Can you do that?"

Uncle Will thought a minute.

"Yes," he said, "I can do that. Would you like that, too, Ann?"

"Oh, yes, I would," cried Ann. "Better than anything else in the world!"

"Very well," said Uncle Will. "Let's talk to your mothers right now. If they say 'yes,' I'll stop for you in the morning. You shall have a ride down the river."



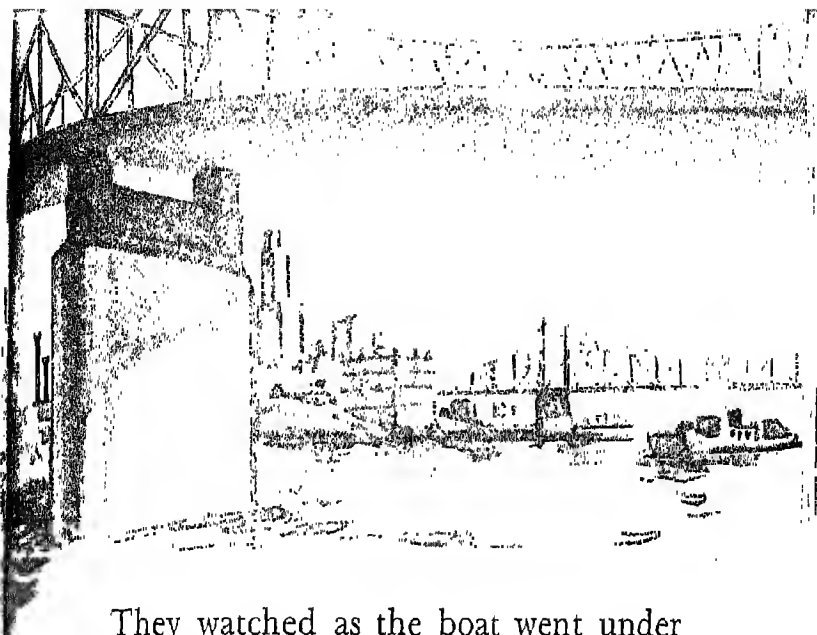
Under the Bridges

Here they were—Ned Coleman and Ann Gray—on Uncle Will's boat. They were going to see Dickie.

This was the first time they had gone down the river in a big boat. They ran from side to side, trying to see everything.

"Look," said Ann. "We are coming to a bridge."

"It looks like the bridge we go across at home," said Ned.

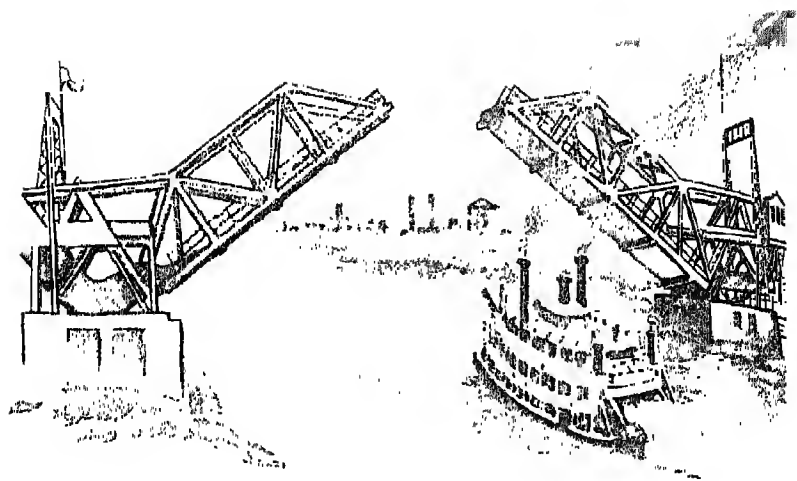


They watched as the boat went under the bridge. They walked to the back of the boat, looking up at the underside of the bridge.

The boat went under three other large bridges like this one. Then the children saw one that was not like the others.

"Uncle Will," asked Ned, "how can we get past that bridge? We can't go under it. It is too low."

"That is so," said Uncle Will. "Watch and see."



When the boat came near, the middle part of the bridge opened up.

"Look," cried Ned. "It is opening."

"Right you are," said Uncle Will. "It is opening just the way you open your new jackknife. That is why people call it a jackknife bridge."

When the boat had gone through the bridge, the children watched the parts of the jackknife come down again.

"Any more bridges that open, Uncle Will?" asked Ann.

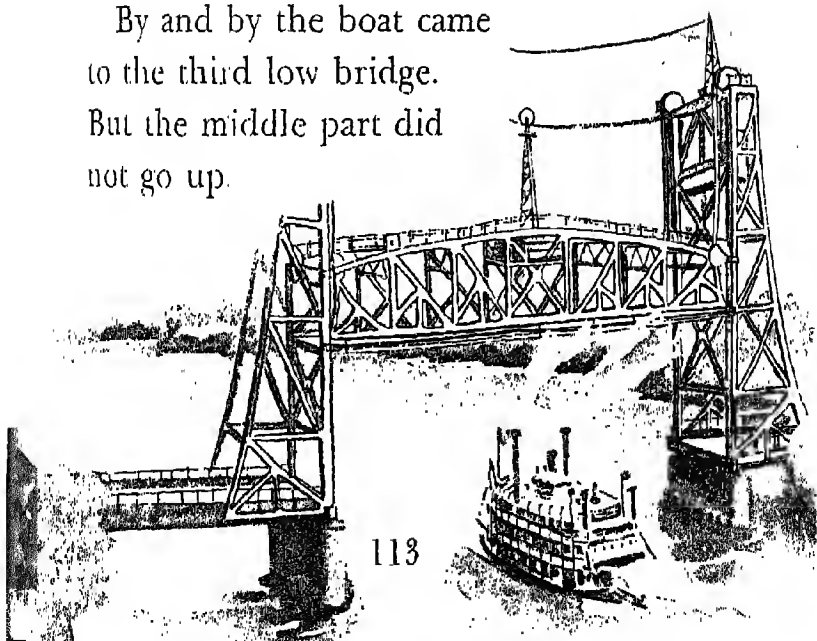
"Two more," answered Uncle Will.

The boat went under two more bridges.
Then it came to another that was too low.
The children watched to see the jackknife
open.

But it didn't! The
middle part of the bridge
went up, like an elevator.

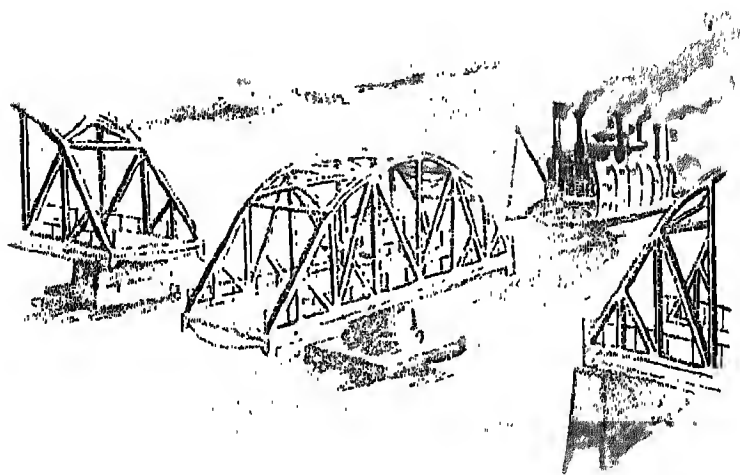
Now there was room
enough for the boat to go
under. Then the middle
part came down, like an
elevator.

By and by the boat came
to the third low bridge.
But the middle part did
not go up.



"Oh, look," cried Ann. "It is turning around like a merry-go-round."

That is just what it was doing. The middle part turned so that there was open water on each side. The boat went through on the right-hand side.



Then the middle part turned back, and cars could go across the bridge once more.

"We have gone through three bridges that open," said Ned. "I guess that is about the best part of my birthday present."



The Camel and the Jackal

There once lived a camel and a jackal who were great friends.

One day the jackal said to the camel, "I know that there is a fine garden on the other side of the river.

"If you will take me across the river, I will take you to the place. You can eat the vegetables. I can make a good dinner on the bits of fish I find by the river."

The camel was willing. So the jackal, who could not swim, got on the camel's back. The camel swam across the river.



When they got to the other side, the camel went to the garden.

The jackal ran up and down along the shore of the river, eating bits of fish he found there.

Now the jackal was much smaller than the camel. He had made a good meal before the camel could eat more than two or three mouthfuls.



Then the jackal began to scamper round and round the garden, howling as loud as he could howl.



The people in the village heard the howling and thought, "There is a jackal in the garden. He will hurt the plants."

They ran to their garden. To their surprise, they found a camel eating the vegetables. They drove the camel away.

Then the jackal said, "Let's go home."

And the camel said, "Very well. Jump on my back as you did before."

The jackal jumped on the camel's back, and the camel walked into the deep water.

Then he said, "That was a fine thing to do to a friend. You went howling around, and the people heard you. They drove me away before I could eat two mouthfuls. Why did you do that?"

"I don't know," said the jackal. "That is the way I am. I always like to sing a little after dinner."

The camel walked on into the river. Soon the water was so deep he had to swim.

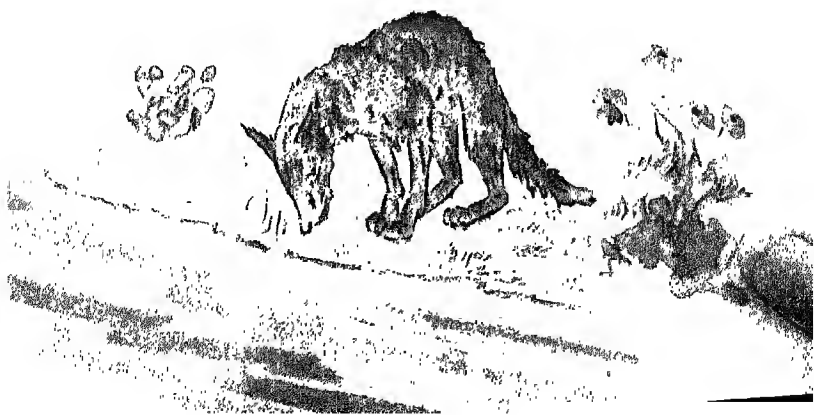
Then, turning to the jackal, he said, "I think I should like to roll."

"Oh, please don't," cried the jackal. "Why do you wish to do that?"

"I don't know," answered the camel. "That is the way I am. I always like to roll a little after dinner."

So saying, he rolled over in the water. The jackal fell off.

Then the camel swam home and left the jackal to get back as best he could.





Man

Once upon a time a bear went down to the river to have a drink. Just at that place there was a fish with his nose stuck in the mud.

Hearing a noise the fish was scared and swam away. Then he looked and saw that it was just a bear.

"Oh," said the fish, "I thought it was a man and I got a scare."

"And what is Man?" asked the bear. "Is he more terrible than I?"

"Man!" cried the fish. "Don't you know there is no beast more terrible than Man?"

"Well, if that is so," said the bear, "I am going to look for a man. I would like to find out if he is as strong as I." And the bear went off to look for a man.

After he had been going some time, he saw a boy watching some goats. The bear asked, "Are you a man?"

"Oh, no," said the boy. "I am not a man. I shall be a man, I hope, some day."

The bear went on. Soon he saw an old man watching some cows. The bear asked, "Are you a man?"

"Oh, no," said the old fellow. "I was a man once, but now I am just an old fellow."



Then the bear said, "Tell me. Where can I find a man?"

"Well," said the old fellow, "just go on a little way. You will find someone cutting down trees with an ax. That is a man."

The bear went off to the man who was cutting down trees with an ax. He said, "I am told that you are a man. Is that right?"

"I am," answered the man. "And what may you be wanting?"

"Well," said the bear, "I should like to see if you are as strong as I. The fish told me there is no beast so strong as Man."

"All right, why not?" said the man. "But first you can help me with this log I am cutting."

He struck the log hard with his ax.

"Just put your paw in here and then pull," he said. As soon as the bear stuck his paw into the cut, the man took out the ax.

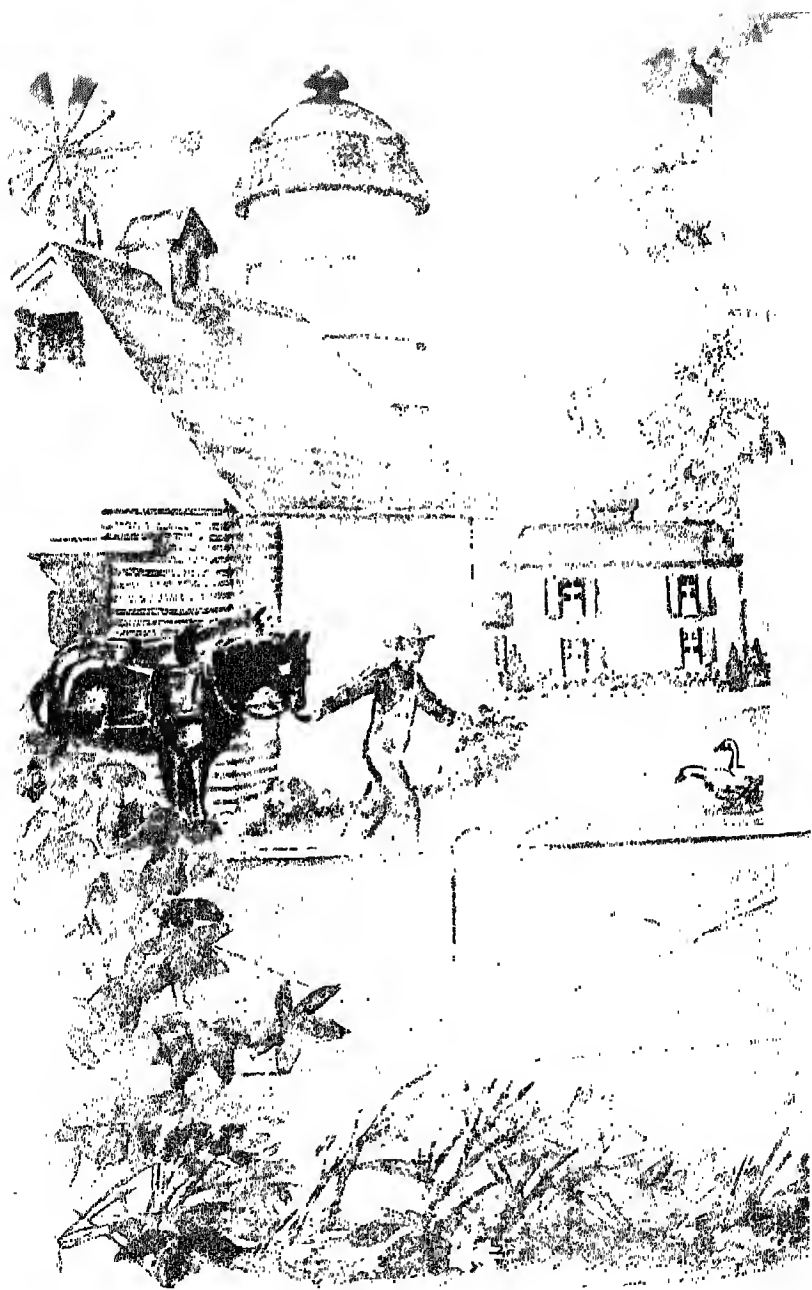
Then the man took a stick and struck the bear over and over again. He shouted, "You want to see if I am as strong as you. Now you shall see how strong I am."

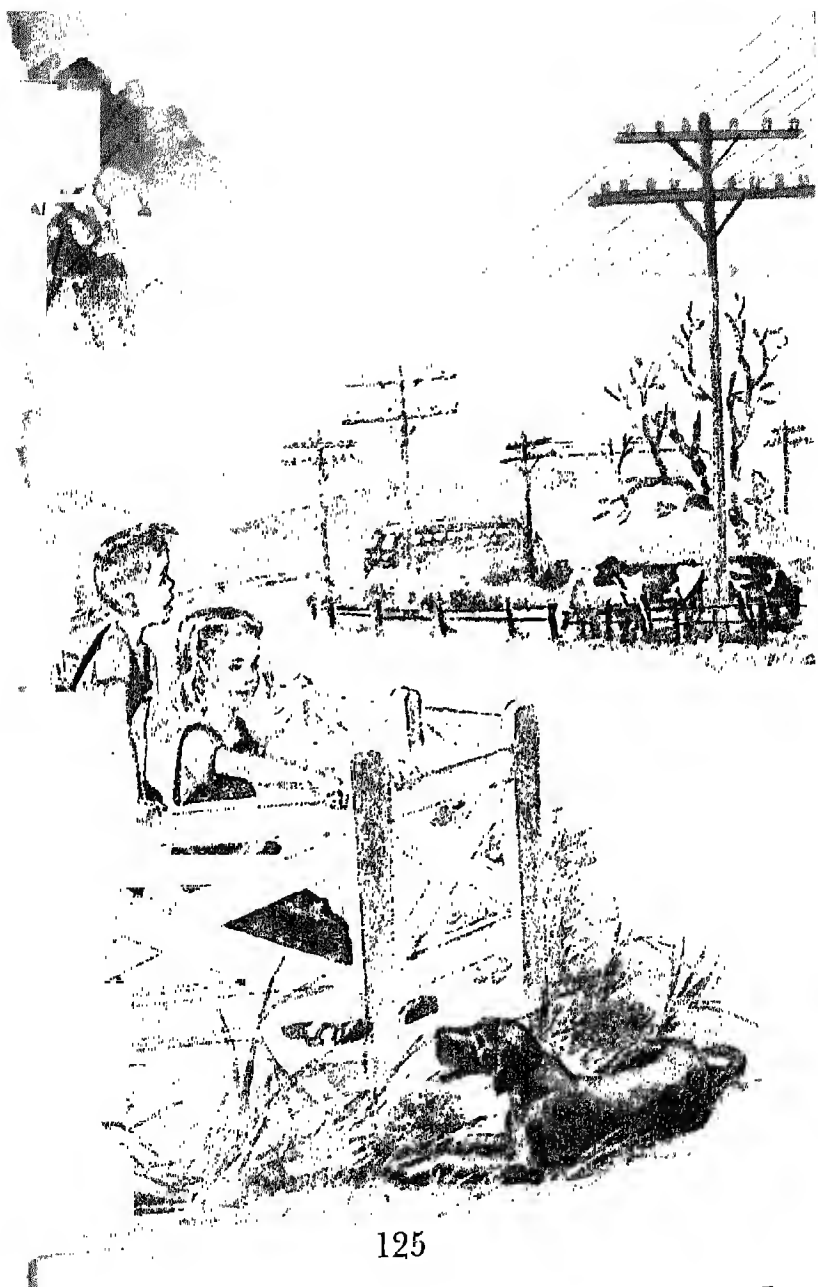
The bear tried and tried to pull his paw from the log. It was as much as he could do to get away and run off into the woods. Then he came back to the river.



The fish asked him, "Well, did you find a man? And was he as strong as you?"

"Oh, yes," answered the bear. "I found one. You are right. There is no beast so terrible or so strong. I shall never go to see him again!"







The Captain is Coming

Ting-a-ling! The telephone began to ring at the Newman home on Hillside Farm.

Ruth jumped out of bed and ran down the stairs to answer the telephone. When her father and mother were not at home, Ruth was the head of the house.

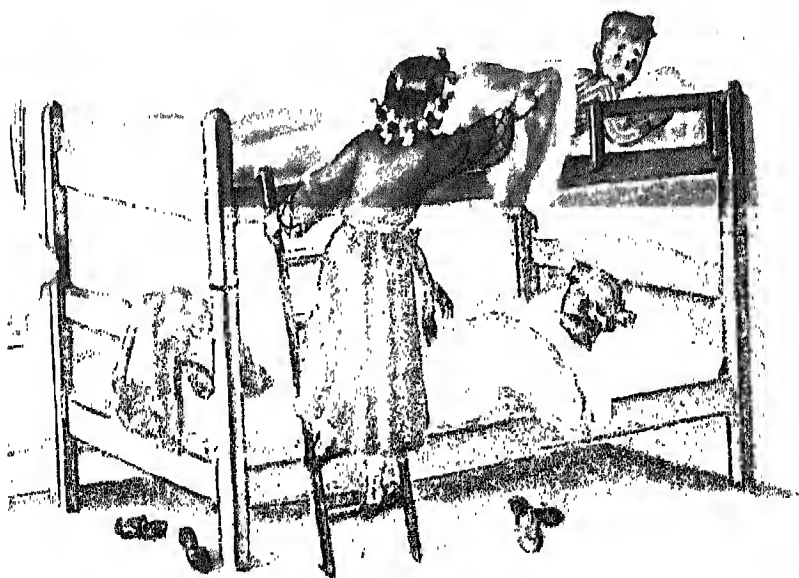
Mr. and Mrs. Newman had gone to a meeting in the city. People from farms in all parts of the country were going to be there.

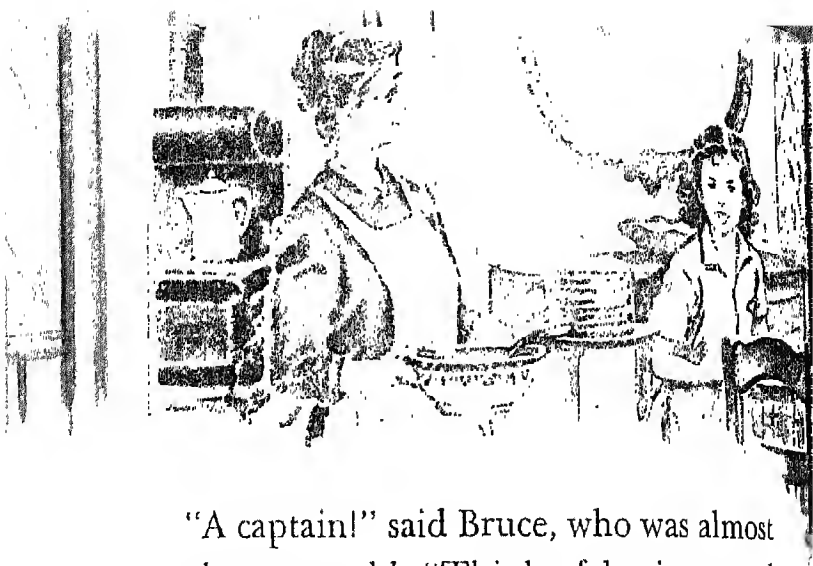
"Hillside Farm, Deerfield?" the girl on the telephone asked. "Is this Ruth Newman? I have a telegram for you. Here it is."

WILL BE HOME DAY AFTER TOMORROW
ABOUT TWELVE. BRINGING CAPTAIN
WITH US. TAKE CARE OF EVERYTHING.
MOTHER AND DADDY

"A captain at our house," cried Ruth to herself. "If a captain is coming, we must get ready for him."

She ran to call the other children.



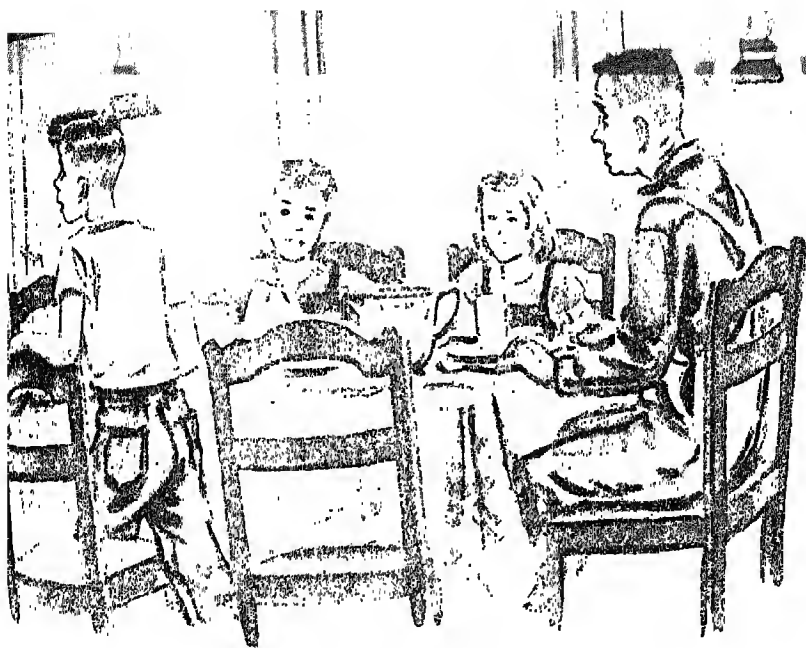


"A captain!" said Bruce, who was almost twelve years old. "Think of having a real captain on our farm."

"Captain of a big boat?" asked Polly and Pat, the twins, who were about eight.

Ruth could not guess who the captain was. All she knew was what the telegram had said. "Bringing captain with us. Take care of everything." And there was much to do to get ready for a captain.

At breakfast the children told the news to Betsy and Oscar who worked for the Newmans. Betsy and Oscar said they would be glad to help get things ready.



After breakfast Ruth said, "Now we must make some plans. Let's think of all the things we have to do."

"The captain must sleep in the front room," said Polly. "I am glad Mother had it papered last spring."

"We must clean the front room again. Maybe Betsy will wash the woodwork and Oscar will wash the windows," said Ruth.

"May we use the best dishes and the best silver?" asked Polly.

"And have tall candles on the table?" asked Pat.

"I guess so," answered Ruth.

She got a piece of paper and began to write down their plans.

"For dinner we will have chicken, sweet corn, and head lettuce with dressing," she said. "We will have ice cream with berries on top, too.

"Pat, you can go to the village tomorrow for the cream and the candles. Try to get some candlesticks at the ten cent store."

"Mother and Daddy will want all their friends to meet the captain. They will want to have a party," said Bruce.

"Oh," cried Polly. "It will be fun having a party! Let's have it in the garden."

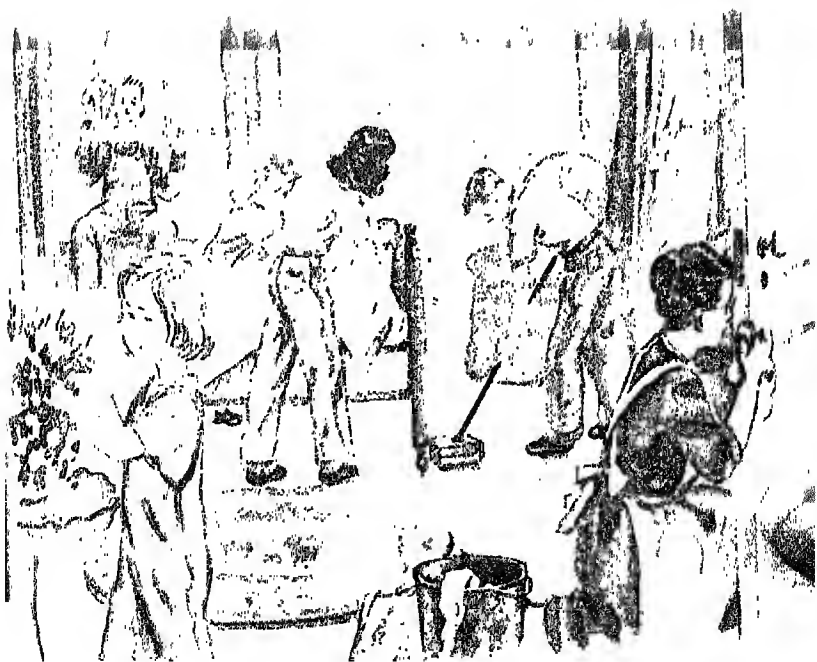
"Betsy can make some of her delicious cake," said Bruce.

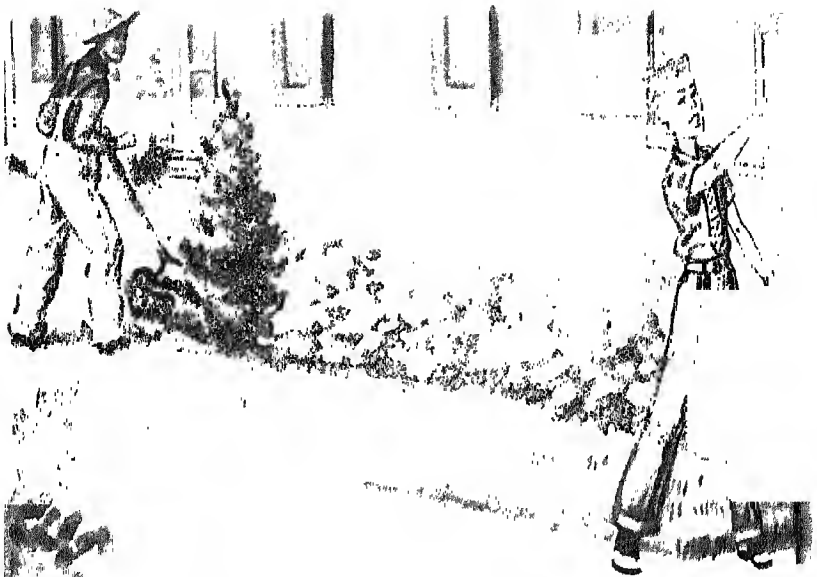
"We can have sandwiches made with cheese and lettuce," said Ruth.

"And lemonade," said Pat.

"Well," said Ruth. "It is time we began to work. We shall have to work very hard. We must have everything nice for the captain."

Every one did work hard. They washed and cleaned everything. Some things did not need to be cleaned, but the children washed them anyhow.





Ruth and Bruce telephoned to all the farmers who lived near and told them about the telegram. Every one wanted to come to the party.

For two days every one worked hard. At last everything was ready, and looked fine enough for a captain.

All the children put on their best clothes and sat on the front porch and waited.

Betsy was out in the kitchen cooking a delicious dinner. Oscar was cutting grass at the back of the house.



Just when the children thought they could not wait another minute, a large truck drove into the yard.

Mr. and Mrs. Newman jumped out of the front of the truck.

"Where is the captain?" cried all the children together.

"He is in the back of the truck," their father answered.

The children looked. There in the back of the truck stood a tall black animal, as big as a horse, but with very long ears.

"This is the captain," said the man who drove the truck. "He is a very fine mule. He got a blue ribbon at the fair."

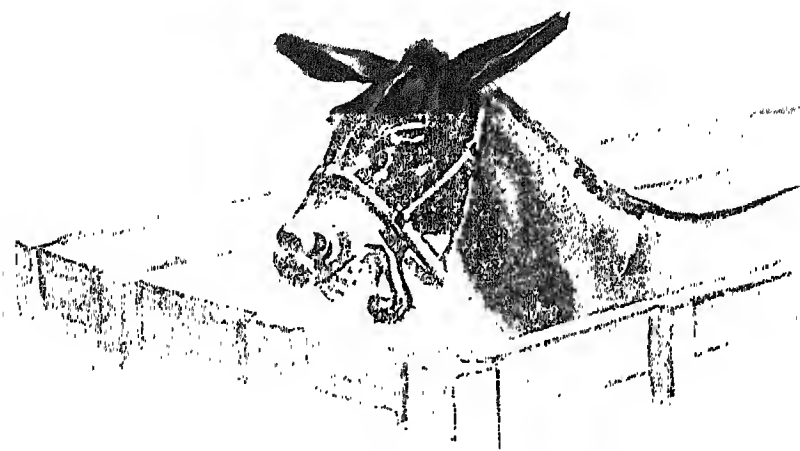
"A mule!" whispered the children to one another. "The captain is a mule!"



They could not believe their eyes.

Betsy and Oscar came running from the kitchen and the back yard. They stood and looked.

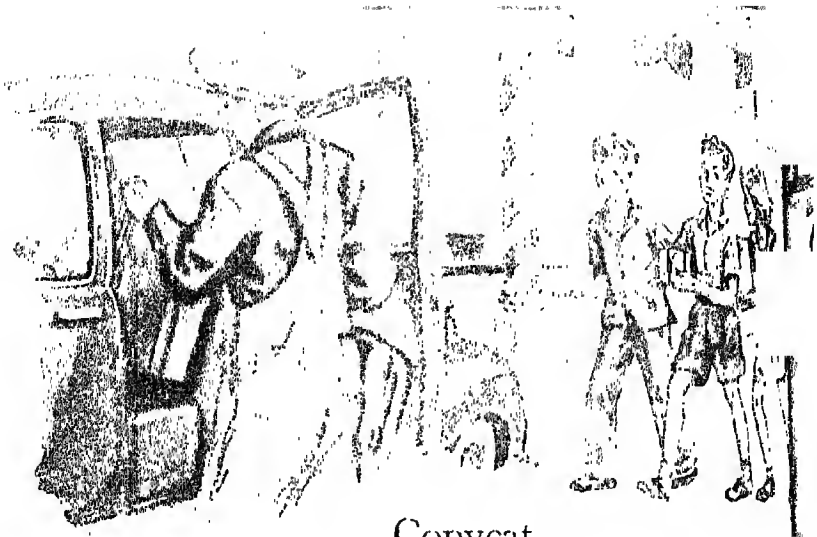
Then Bruce began to laugh.



Maybe Captain understood and wanted to laugh, too. Maybe he didn't.

Anyway he opened his mouth as far as it would go. Hee-haw! Hee-haw!

One by one all the children began to laugh. They laughed so hard they could not tell Mother and Daddy what was funny.



Copycat

Every summer Jerry came from Spring Village to stay with the Newman family at Hillside Farm.

Every spring Polly and Pat would plan things to do when Jerry came.

He would want to see their new mule, Captain. They could play with the goats.

"But Sandstone Hill is more fun than any new animal," they thought.

When Jerry's bus reached Deerfield, the twins were there to meet him. Oscar was waiting, too, with the car.



On the way home the twins told Jerry about Sandstone Hill.

"We found it last fall, after you had gone," said Pat. "We went with Bruce to look for nuts in the woods. All at once, we came out of the woods right on top of Sandstone Hill."

"It will be a good place for picnics," said Polly. "A brook runs between our hill and the one across from it."

"It will be a good place to play Indians," said Pat. "Our hill has trees to climb and places to hide."

That night at bedtime Mrs. Newman said, "Tomorrow you may take a picnic lunch and go to Sandstone Hill."

"Have a nice time," called Mrs. Newman the next morning. "Don't build a fire. The woods are too dry. Stay on our land and don't go across the brook."

The children took their lunch and left for Sandstone Hill. When they reached the hill, Polly saw something new.

"Look!" she said. "There is a little log house on the hill across the brook."

When they looked, they could just see a small building between two apple trees.





"It was not there last fall," said Pat.
"Do you think anyone lives in it?"

Just then they saw a boy come out of the house and walk around it. They waved to him and the boy waved back.

"Come and play!" shouted Pat.

"Play," the answer came back to them.

The boy went into the house.

"We will wait here," shouted Jerry.

"Here," called a voice.

"We can't come over," called Pat as loud as he could.

"Come over," the voice answered.

"What a boy!" said Polly. "He must be calling from a window. Is he afraid to come out?"

She put her hands to her mouth and called in a cross voice, "Don't be silly!"

"Silly!" The voice sounded cross, too.

"Old copycat!" said Polly.

"We can have fun without him," said Jerry. He began to run. "Catch me. I am an Indian," he shouted.

"Indian!" The voice sounded as if it were making fun of him.

Polly stopped running. She was angry. "Silly old copycat," she shouted.

"Cat," came back to her.

Polly stamped her foot. But before she could call again, a voice near her said, "Here I am."

It was the boy from the log house.

"I had to come around by the back way," the boy said. "I have some apples for you."

The children were surprised. Jerry said, "We thought you had gone into the house to hide. We thought we heard you call."



The boy laughed. "That was the echo," he said. "It is funny. You call and your own voice comes back to you, like this."

He put his hands to his mouth and called, "Hello!"

The voice answered, "Hello!"

"That is the echo," said the boy. "It is your own voice coming back to you."

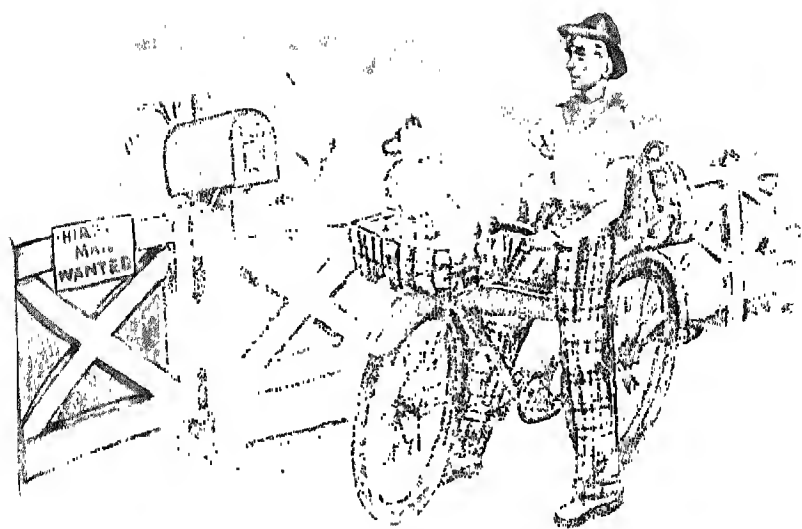
"I am sorry," said Polly. "I thought it was you. I stamped my foot and called you a silly old copycat. And you are not silly at all. You are very nice."

"Don't be sorry," laughed the new boy. "The echo was a mystery to me at first. Now I like it. I can call and it will answer. I am not so lonesome."

"Come on, let's play together," shouted Pat.

The echo answered, "Together."





Mr. Featherwhistle

Down the road on his big red bicycle came Mr. Featherwhistle. His white dog was in the wire basket in front, and his blue traveling bag was tied on behind.

When Mr. Featherwhistle saw the sign, "Hired Man Wanted," he stopped.

"I grew up on a farm," he told Mr. and Mrs. Newman. "I would like to be your hired man for a while."

The Newman family was glad to have him. The children liked him at once.



The white dog was Popcorn. Her long fur was as white as snow. Everywhere that Mr. Featherwhistle went, Popcorn went.

"She helps me," the hired man told the family.

Mr. Newman very soon saw that his new hired man would work hard. The next day he picked apples. He picked so fast that Jerry and the twins could not keep up with him.

They liked to help the hired man. It was fun having Popcorn follow them while they worked.

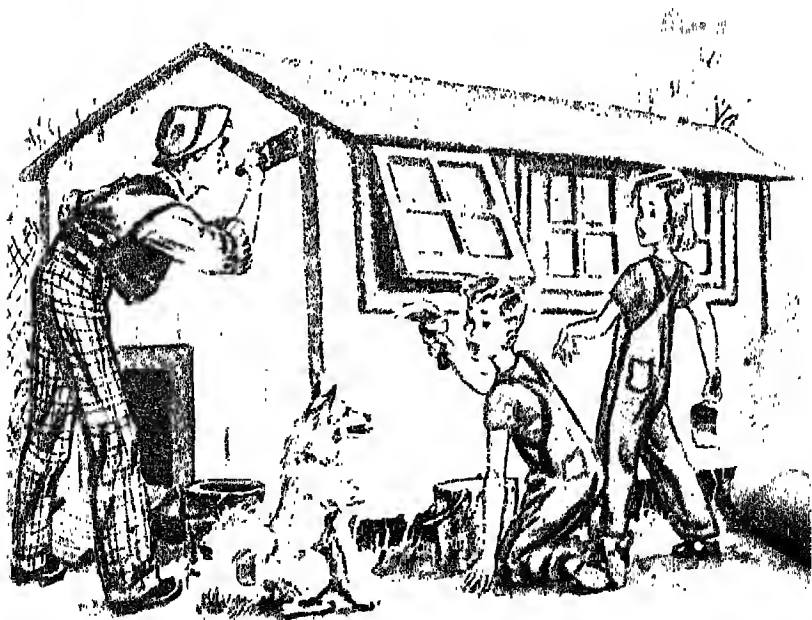
One day Mr. Featherwhistle went out to paint the chickenhouse. Polly and Pat went to help. Popcorn went to watch them.

"You do well," Mr. Featherwhistle told the children. "Popcorn thinks so, too."

He spoke to the little dog. "How does it look?" he asked.

"It looks fine," answered Popcorn. She spoke in a high, funny voice like an old lady. "These children work hard."

Polly and Pat were so surprised they almost dropped their paint brushes.



"She talked!" Polly whispered to Pat.
"She said words!"

Then Popcorn opened her mouth and squealed. She seemed to be laughing.

"Do you have anything else to say?" asked Mr. Featherwhistle.

"Yes," answered Popcorn. "Don't you think you should get back to work?"

"You see, she does help me," said the hired man, picking up his brush again.

When the twins told Jerry and Bruce about the talking dog, Bruce just laughed. Jerry did not know what to believe.

One day Jerry went out to pick apples with Mr. Featherwhistle and Popcorn. The twins had gone to the village with their father.

Jerry sat down under a tree. It was a warm day and he did not want to pick apples. A voice from the treetop called, "Come on up. Don't be a lazybones."

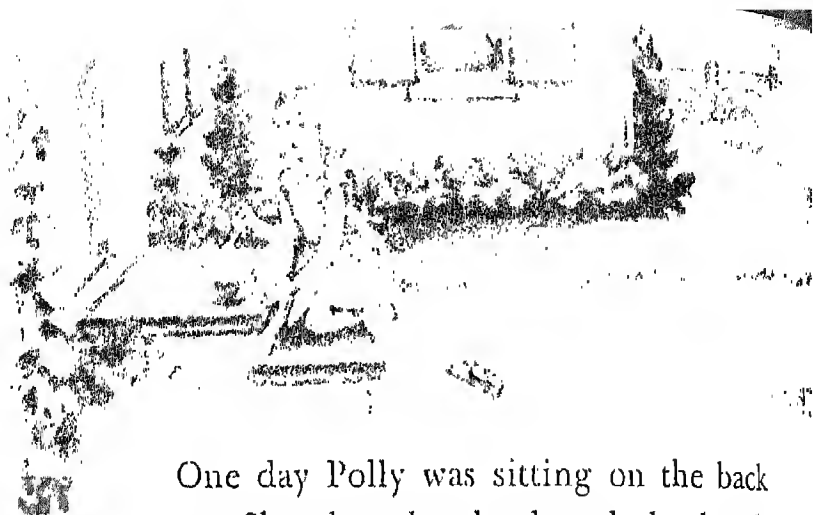


Jerry jumped up. He looked around for Mr. Featherwhistle. But the hired man was picking up apples under another tree. He was not looking at Jerry.

"Come on, lazybones!" said the voice again. Jerry looked up. He could see a little brown bird in the branches.

He climbed up the tree and began to pick the apples. "That is better," said the voice, as the bird flew off.

Jerry could not believe his ears. Who ever heard of a bird that could talk? This was better than a talking dog.



One day Polly was sitting on the back steps. She thought she heard the lunch dishes in the kitchen calling to her. "Come in and wash us. We are tired of waiting."

Polly looked through the open door. No one was in the kitchen.

Mr. Featherwhistle and Popcorn were on the grass not far from the house. They did not seem to hear anything. Popcorn was chewing on an old, dry bone.

"Please, Polly. Waiting never helps to wash dishes," came the voice again.

This was the first time Polly had ever seen dishes that could talk. She went in and washed them.



As time went on, other things seemed to talk. The children had fun trying to guess what would talk next.

One day Mr. Featherwhistle said to Mr. Newman, "Popcorn and I must leave you."

"But you are the best hired man we have ever had," said Mr. Newman. "We all like you. We wish you could stay."

"Popcorn and I have been happy here," said Mr. Featherwhistle, "and we would like to stay. But we must go."

Then he said, "Come to my house after supper, and I will tell you why."

After supper the Newman family went to the hired man's house. Oscar and Betsy and other friends went, too.

Mr. Featherwhistle was nowhere to be seen. Popcorn was sitting in the doorway. She had on a little red coat and a funny little gold cap.

"Come into the garden, friends, and sit down," she said. She sounded like a man on the radio.

"Take care," said a red chair, as Betsy dropped into it. "I am not very strong."

Betsy squealed and jumped up.

Then Mr. Featherwhistle came out. He was dressed in a beautiful suit of black and silver and he looked very fine.

When he spoke he sounded like a man on the radio, too. First his voice seemed to come from behind the house, then from up in a tree, then from a chair.

The children looked this way and that.



At last he said, "You see, children, I am a ventriloquist. Most of the time I work in a circus. But this summer I wanted to work on a farm for a change."

"A ventriloquist," said Mr. Newman, "is a man who can make his voice sound as if it came from other places."

He turned to Mr. Featherwhistle. "You are just as good a ventriloquist as you are a hired man," he said.

"So he is the one who is talking when it sounds like Popcorn or the radio man," said Polly and Pat together.

"Yes," laughed Mr. Featherwhistle.

Then he said, "The circus wants me to return. That is why I have to leave you.

"But maybe the circus will come to your village some day. When it does, you can see Popcorn and me again."

"We will," the Newmans said.

The next day Mr. Featherwhistle tied his blue traveling bag on his bicycle, and put Popcorn in the wire basket.

The children waved and shouted after him, "Good-by! Come back soon."

Popcorn, from her basket, called back, "Please don't forget me."

Jerry said, "We never will."





A Ride to Remember

Every summer there was a Farmers' Fair near Deerfield.

On the third day of the fair, the school children could go in free.

The school bus picked them up at their homes and took them to the fair.

Jerry was glad he could stay for the fair this year. He had always wanted to ride in a school bus. "That will be a ride to remember," he said.

"Yes, but the fair is as much fun as a circus," said Polly.

"They sell ice cream and popcorn," said Pat. "Some things are free, too."

"There are speeches and music," said Bruce. "And this year Governor Crane is coming. He is going to make a speech."

"To think I'll see the Governor!" said Jerry. "But I guess the bus ride will be more fun than anything else."

The Newman children and Jerry were ready and waiting when the school bus stopped in front of their house.

There were other children in the bus, talking and laughing.

Before long the bus left the highway and drove along a country road. They drove past meadows and cornfields.

"Some of the children live back here," the twins told Jerry. "We have to go many miles to get all of them."

Jerry was glad. He hoped the ride would last a long time.

All at once the bus stopped. The driver got out and walked to the back of the bus. He looked unhappy. "We have a flat tire," he said.

"Oh," cried all the children. "How can we get to the fair?"

The bus driver looked at his watch. He said, "There is a Deerfield bus that goes by on the highway in ten minutes. If you run you can catch it. I may be here a long time."

Most of the children went down to the highway to wait for the Deerfield bus.



Jerry wanted to stay with the school bus. The twins stayed with him.

"My father works in a garage," Jerry said.

"Maybe I can help."

"Maybe you can," said the driver.

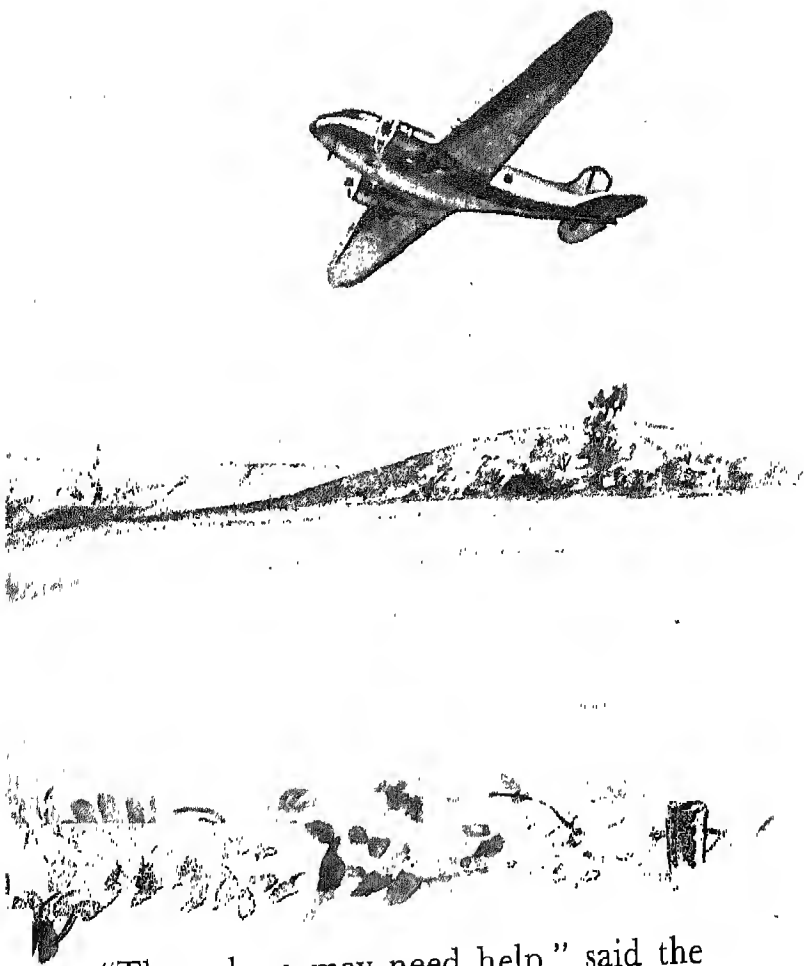
At last the tire was changed. The driver looked at his watch.

He said, "We will get to the fair all right, but we will be late for Governor Crane's speech. Who likes to hear speeches, anyway?"

Just then they heard a loud noise.

An airplane was flying low in the sky. It was flying round and round, hunting for a good place to land.





"That plane may need help," said the bus driver. "I had better go over and see. I'll be back in five minutes."

The plane landed in a big meadow not far from the road. Three men got out.

The driver returned with one of the men. The other two stayed with the plane.

"The men were going to the fair, too," said the driver. "They had some trouble with their plane. This man is coming with us. Come on, everyone, let's go."

The man had gray hair and a nice voice. "I am glad you came along," he said. "I would have been too late for the fair."

"We are too late now for the Governor's speech," said Polly, looking cross.

"Maybe not," said their new friend. "Maybe the people will wait for us. You see, I am Governor Crane."

The children looked with round eyes. The bus driver almost drove off the road, he was so surprised.

"My, my!" cried Jerry. "This will be a ride to remember."





A Terrible Mistake

A little mouse once asked his mother to let him go out for a walk.

"Yes, you may go," she said, "but look out for the cat. She may pounce upon you while you are not looking."

"How shall I know the cat when I see it?" asked the little mouse.

"Oh, a cat is the most terrible animal in the world," said the mother mouse. "So big! So strong! So cruel!"

"Well, I will look out for it," said the little mouse, and away he ran.

He had not been gone long before he came running home, just as scared as he could be.

"Oh, Mother," he cried, "I have seen the cat. What a terrible beast it is!"

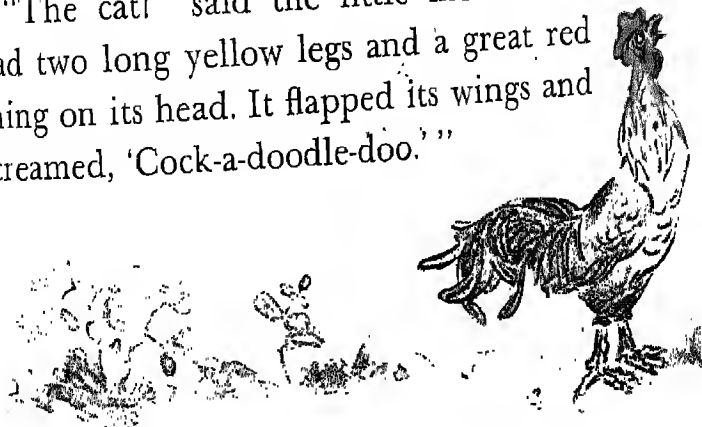
"Yes," said the mother. "I am glad you got home. Where did you see it, and how did you know it was the cat?"

"I saw it right out there in the yard. I knew it was the cat because it was so big and strong and looked so cruel.

"It went walking around the yard on two legs . . ."

"Two legs?" cried the mother. "What are you talking about?"

"The cat!" said the little mouse. "It had two long yellow legs and a great red thing on its head. It flapped its wings and screamed, 'Cock-a-doodle-doo.'"





"I was scared. I ran away as fast as I could. I was afraid it would pounce on me."

"Why, you silly little mouse," said the mother. "That was not the cat. That was the old rooster. He would not hurt you."

"Well, he looked big and strong and cruel, and I thought he was the cat."

"But, Mother, I saw a very beautiful animal in the yard. She had pretty gray fur like ours, and four feet as we have, and a fine long tail. She said, 'Purr, purr,' in a low, sweet voice."

"I was going up to talk to her when the rooster flapped his wings and scared me!"



"You silly, silly little mouse," said the old mouse. "It is a good thing that he did, because you have made a terrible mistake.

"That animal with the gray fur and the sweet voice is the cat. If you had gone near her, she would have pounced upon you and you would never have come home again.

"Run away from the rooster if you wish, but never, never go near that beautiful animal you saw in the yard."



How Reynard Lost His Tail

One day Reynard the Fox said to Gray Wolf, "Let's go hunting tonight.

"Farmer Brooks has some nice fat hens. It will not be hard to catch them. We can get them as soon as it is dark."

"No, I don't think I will go with you, Reynard," said Gray Wolf. "Farmer Brooks has some new traps. Brown Bear told me.

"One of them snapped and almost caught him. I am afraid of traps. I will not go."

"I am not afraid of traps," said Reynard.

"I never saw a trap that could catch me.

"An animal who gets caught in a trap is very silly. Traps may catch bears and rabbits, but they can't catch foxes. I am sorry you will not go with me."

As soon as it was dark, Reynard started for the henhouse.

He said to himself, "Farmer Brooks thinks he can catch me, but he can't."



Reynard was hungry and he ran as fast as he could.

Soon he came near the farmer's house.

"I will stop here just a minute," said Reynard. "I must look around. I can tell that someone has been here.

"Oh, I see. Here is a trap. It must be the one Brown Bear was talking about. How very silly any animal must be to get caught in a trap like that."

Reynard turned away. All at once the trap snapped shut and cut off his beautiful big tail.

Reynard howled and howled. Then he ran to the woods as fast as he could go.

"What shall I do?" he said to himself. "The other animals will all laugh at me because I have no tail.

"I don't want any of them to see me. I will hide in the bushes." So Reynard hid in the bushes for a long time.

Then he thought of a plan. He sent for
all the other foxes to come to him.

When they came he made a speech, but
he stood with his back to a tree.



He said, "My dear foxes, I have sent for you to talk about something.

"Let us all cut off our tails. They are of no use to us. They are always in the way when we run through the bushes. We could all run faster without them. Let us cut them off at once."

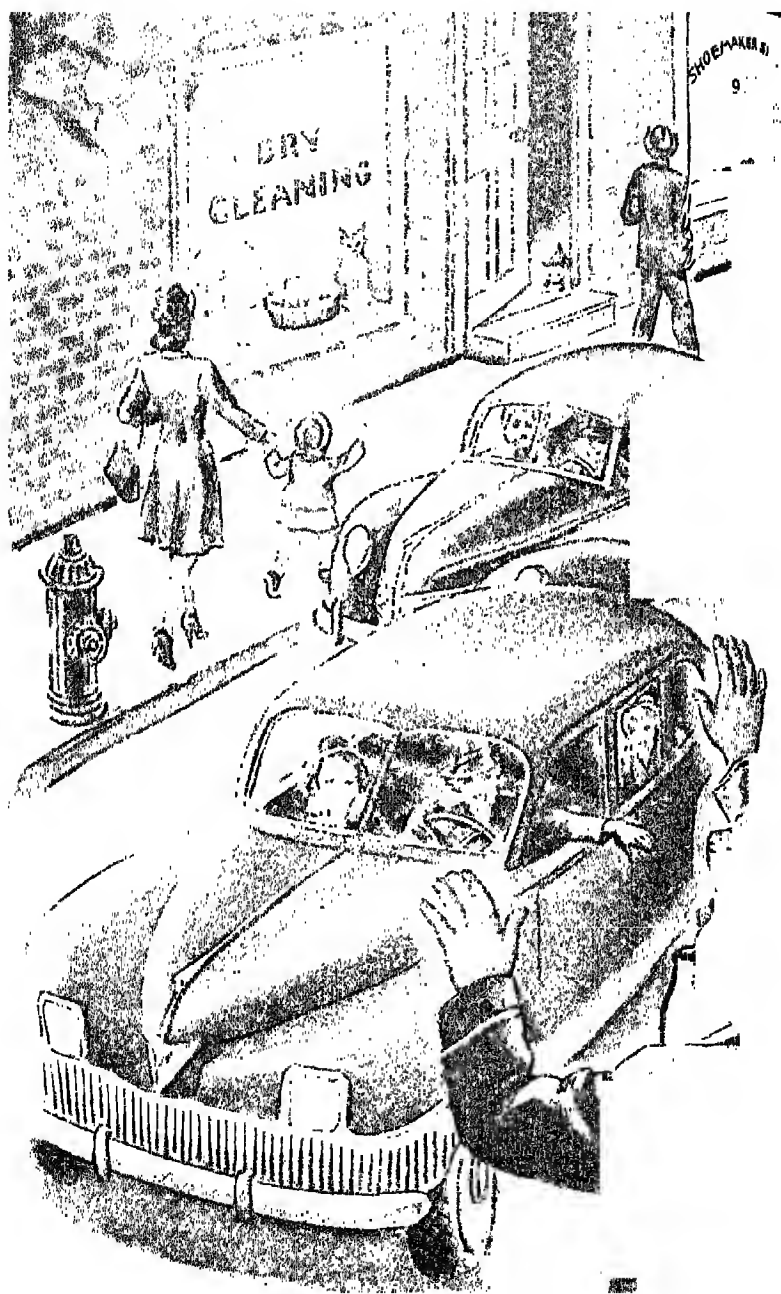
"Reynard, why do you stand so near the tree?" asked an old fox. "Turn around and let us see your tail."

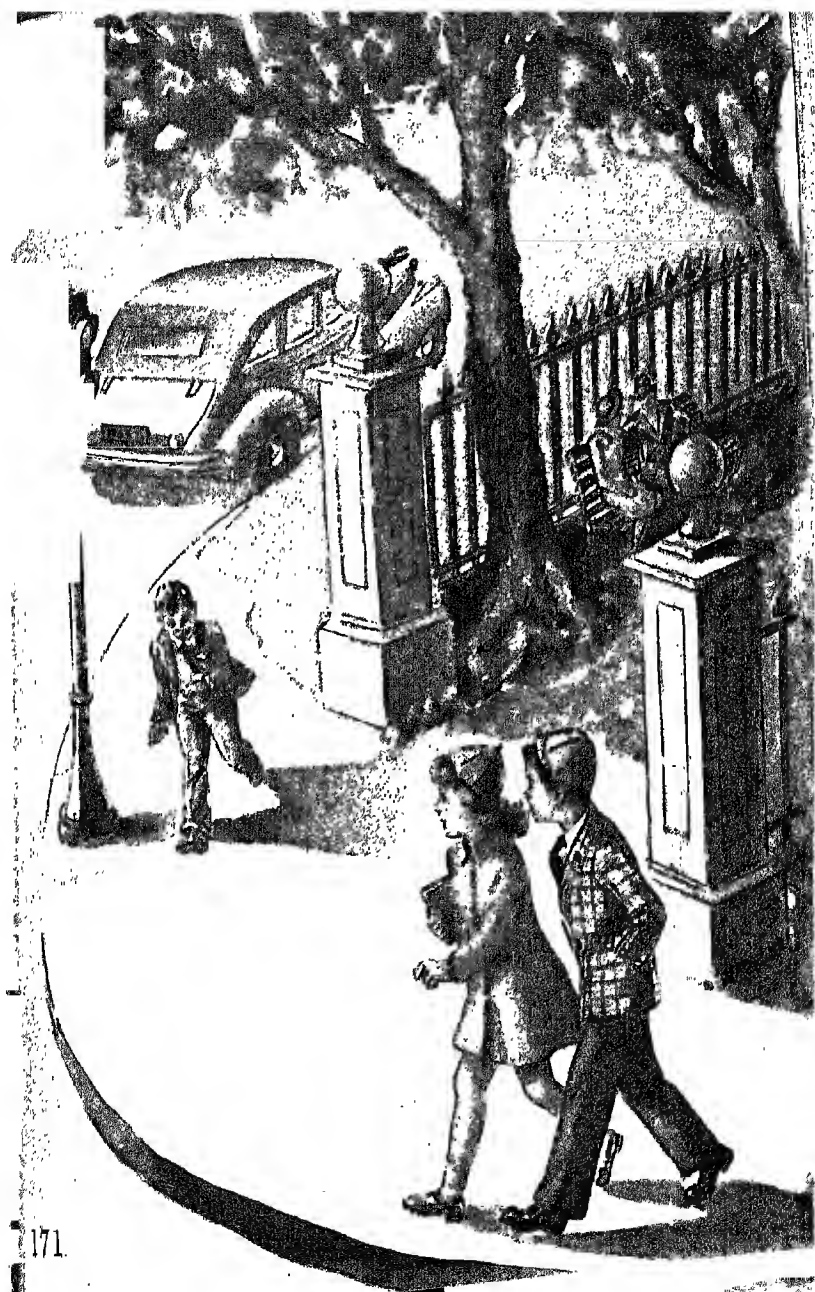


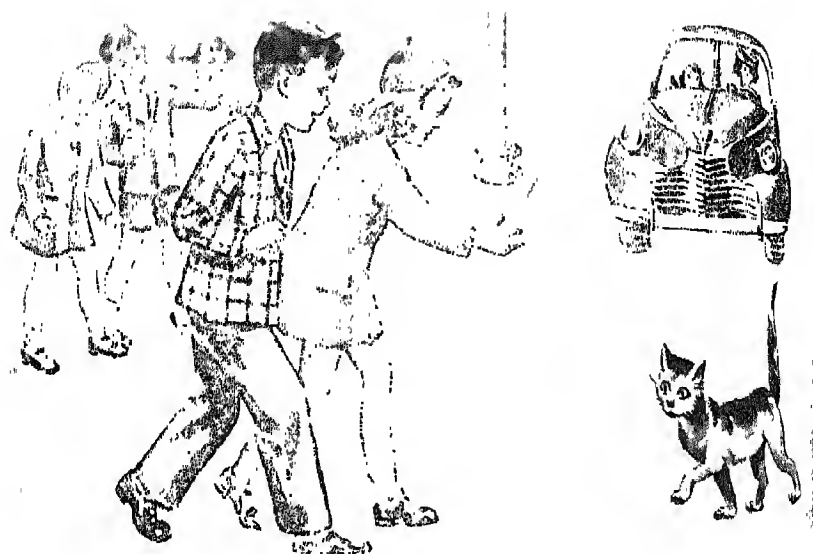
But Reynard would not move. Then a big fox pushed him away.

"Look! Look!" cried the old fox. "He has lost his tail. All he wants is to help himself and not us."









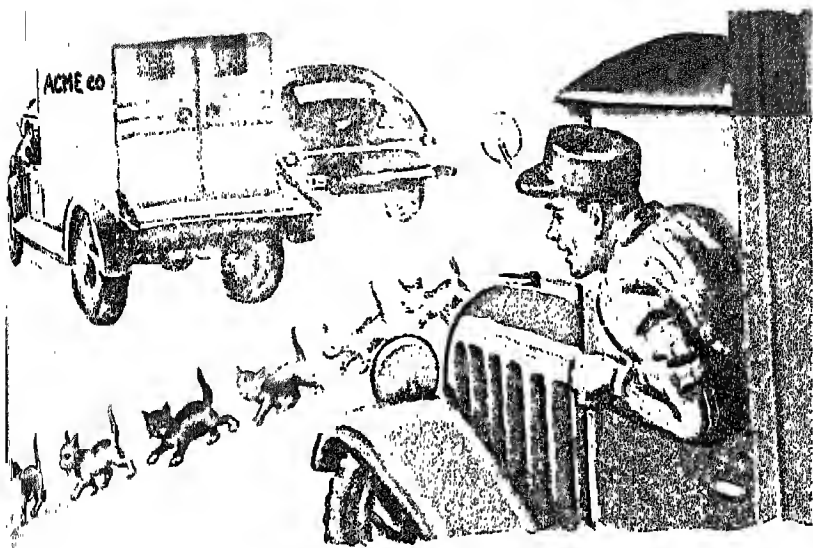
The Dry Cleaner's Cat

The lights changed from green to red.
All the cars and trucks and buses stopped.
The people sat and waited.

All at once the drivers of all the cars
and trucks and buses began to laugh and
talk. Horns began to honk.

Paul and Kay were sitting in a bus.

"What is going on?" cried Kay. She
jumped up and looked out of the window.
All she could see was the waiting cars.



"I am going to find out what is so funny," said Paul.

Kay got off the bus with Paul. They ran to the crossing where all the cars were waiting. They began to laugh, too.

A cat and six kittens were crossing the street.

The mother cat was black and white. She held her tail high. Some of the kittens were black, some were white. Some were black and white.

They all walked in a row behind their mother. They held their tiny tails high.

Now and then the mother cat looked back and said, "Meow." She was not afraid. She walked right in front of all the cars.

"What if the lights should change before they get across?" cried Kay.

"The drivers will wait," said Paul.

Just then the lights did change. Not a car moved.

At last the cat and her kittens were safe across the street.

Kay and Paul ran over to them. Kay picked up a kitten with soft black fur and four white paws, like stockings.

"I like this one best," she said.

A man came running across the street.

"That cat!" he shouted. "Every day she moves. One day she goes to the fish store. The next day she goes to the barber shop.

"She walks right across the street. She stops all the cars and trucks. Some day a car will run over her."



The man began to pick up the kittens. He could not hold all of them. Paul took one. Kay took the one with white paws.

She and Paul followed the man across the street to his dry cleaning shop.

"These little cats have a basket in my window," said the man. "People stop and look. That is good for my business. The mother cat keeps the kittens so clean. If only she would not move!"

Kay was still holding the black kitten with white paws. It gave a tiny, soft purr. She did not want to put it in the basket.

"If I had this kitten I would name it Inky," whispered Kay.

"Inky is a funny name for a kitten with white paws," said Paul.

"Would you like the kitten, little girl?" asked the man.

"Oh, I would love to have it," Kay cried.

"But I'll have to ask Mother first."

"Come back in ten days," said the man.

"In ten days the kitten will be big enough to leave its mother."

All the way home Paul and Kay talked about the kitten. At dinner that night they talked about the kitten.



Over and over again Kay asked, "Please, Mother, may I have Inky?"

At last Mother said, "Yes."

It was hard to wait ten days. When the time came, Kay and Paul took the bus to the Dry Cleaning Shop.

"Oh, I hope Inky is safe," Kay said. "I hope that cat has not moved away where the man can't find her. Why can't this bus go faster?"

Kay and Paul got off the bus. When they reached the sidewalk, they began to laugh. Out of the door of the Dry Cleaning Shop walked the mother cat. Behind her came the kittens in a row.

"One, two, three, four, five," began Kay, "and SIX! There is Inky, all safe."

She ran and picked up the kitten.



Then out came the dry cleaner. "That cat!" he cried. "Every day she moves.

"Last night she went to a laundry. That hurt me the most. She thinks my shop is not as warm as the laundry.

"Every day I have to chase her. I have no time for my business."



Then the dry cleaner asked Kay, "Did your mother say you could have that little cat?"

"Oh, yes!" cried Kay.

"Good. That is one cat I will not have to chase," said the man.

"Oh, thank you," said Kay.

She held the kitten and loved it. Inky was so warm and soft.



A Big Shoe for a Little Boy

Jack and Susan ran down three steps from the sidewalk into the small shop.

Shoemaker Stone looked up at them and said, "Good morning."

"Oh, Shoemaker Stone," Jack began. "A new family has moved into the apartment house next to us. We see the little boy at the window and talk to him."

"And he never goes out," said Susan. "He says he has no shoes. He says you are mending some for him."

"Oh, Shoemaker Stone, can't you finish them fast so he can go to the parade?"

"Now that," answered Shoemaker Stone, "must be Dickie West."

"It is! it is!" the children cried.

"Dickie's shoes are ready," Shoemaker Stone said. "I'll get them when I finish this lady's shoe. Sit down and wait."

"Thank you!" they said, and climbed up into the bootblack chairs to wait.

Then Shoemaker Stone said, "Funny what shoes can do to you. She who wears this shoe must dance. And he who wears that boot must ride."

Jack and Susan looked at their own shoes. Was it the shoes that made them want to run all the time?

At last Shoemaker Stone went into the back shop. When he returned, he gave Jack a large package. "Here you are," he said.

"But Dickie is only a little boy like me," said Jack. "And, Shoemaker Stone, that package is so big!"

"Little he is," said Shoemaker Stone. "But in that package there is a boot. He who wears that boot will walk like a man. Run along, now."

In front of the post office, Jack and Susan saw Policeman Downs. "A big package you have there," said he.

"It is Dickie West's new shoes," they said. "Shoemaker Stone gave them to us so that Dickie could go to the parade."



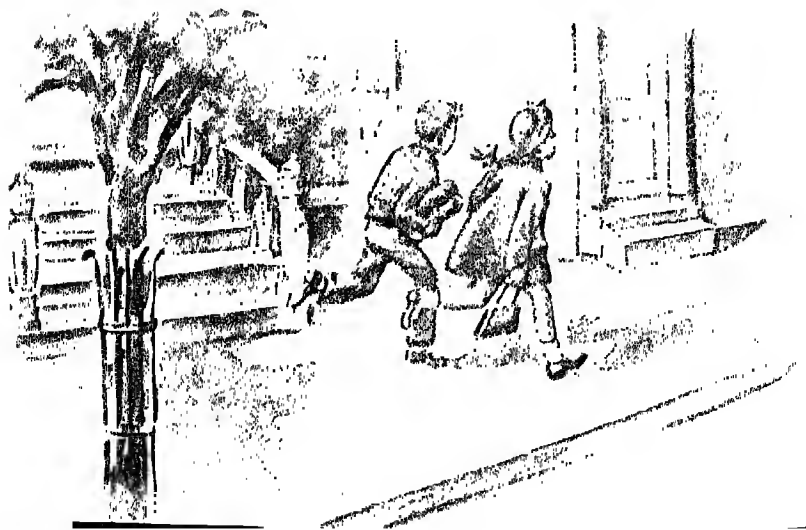
"It is a fine thing you are doing," said Policeman Downs.

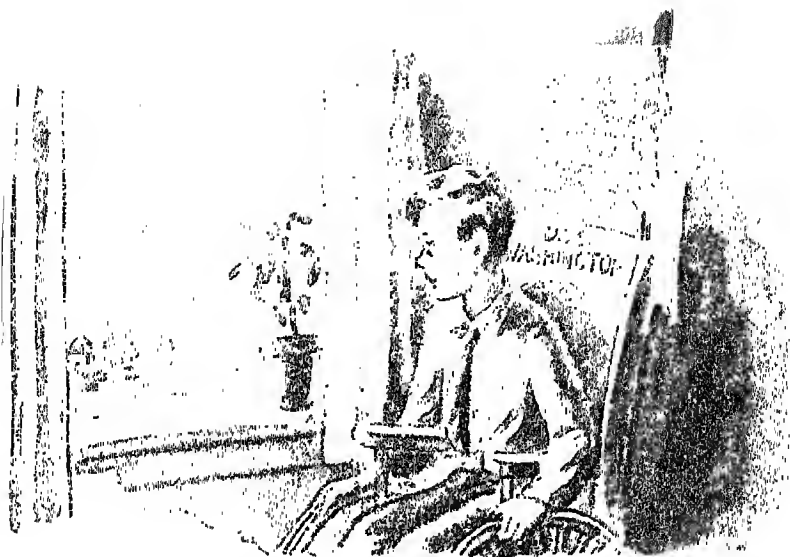
"And because it is Dickie West who will go to the parade, I'll keep a place for you. You may sit on the steps of the post office."

"Thank you. From there we can see the parade very well," said Susan.

Jack and Susan ran the rest of the way to the apartment house. They had never been in the house where Dickie lived, but they knew just where to go.

Up to the top floor they went. They knocked at Dickie's door. There was no answer, so they knocked again.





"Who is there?" came Dickie's voice.

"Jack and Susan! We are bringing your shoes. Let us in."

Then the door was opened. But Susan and Jack stood still. Dickie was sitting in a wheel chair.

Now they knew. Dickie could not walk. He had only one good leg. The other was poor and weak.

Across the back of the wheel chair was painted, "U.S.S. Washington." Over this was a flag.

"Come in," called Dickie. "Follow the good ship U.S.S. Washington. That is what I call my wheel chair. I am Captain Dickie."

He wheeled his chair back into the room and opened the package as fast as he could.

In the package was one small shoe, and one big boot, but it had a small foot.

"My boot!" cried Captain Dickie. "Now I can walk like a man."

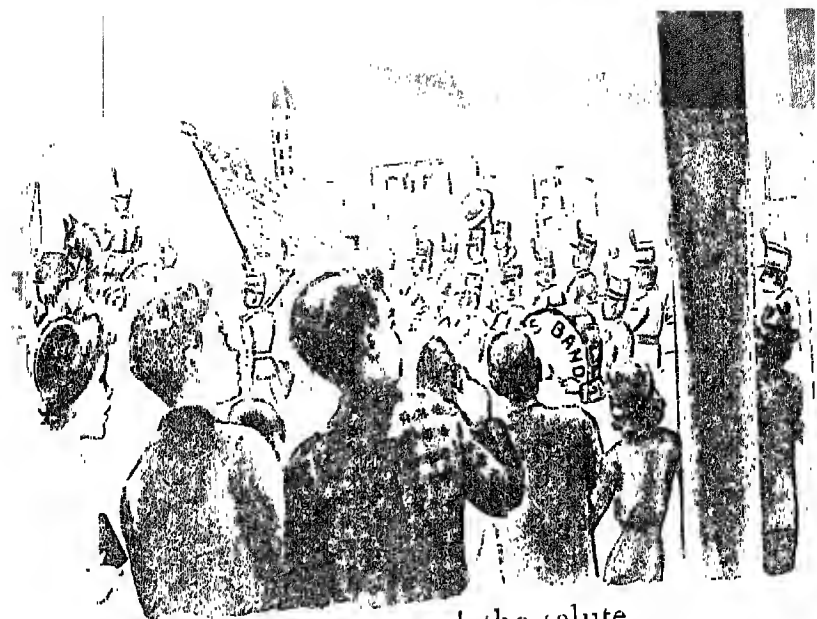
Jack and Susan got down on their knees in front of Captain Dickie. They helped him put on the shoe and the big boot.

Jack shouted, "Now, let's go!"

Carefully the children pushed the chair out into the hall and into the elevator.

Carefully they took it out of the door and down the step to the street. Captain Dickie was off in his ship to see the parade.

"Well, well," called Policeman Downs. "It is my old ship, the U.S.S. Washington. I salute my captain!" And he did.

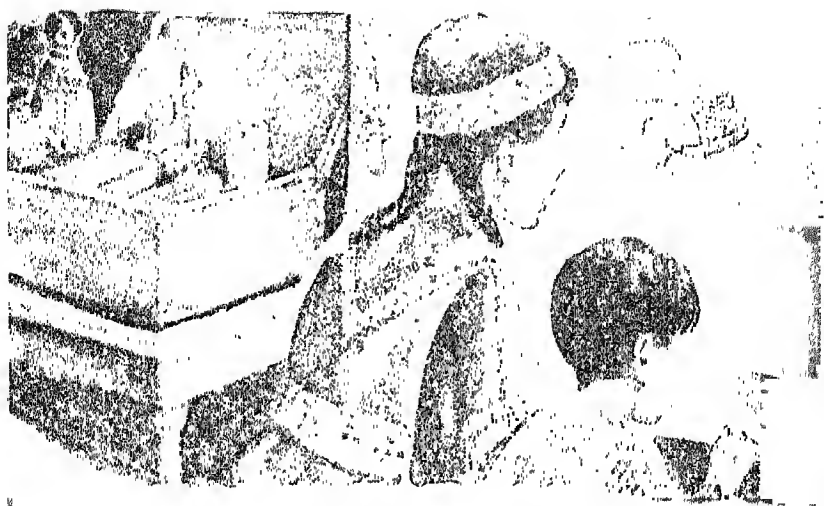


Dickie proudly returned the salute.

Then Dickie stood up. Slowly he walked up the steps of the post office. Not once did Policeman Downs need to help him.

The three children sat there and watched the parade march past. When the flag came by, Dickie stood up on his good leg and his weak leg. Like the others, he proudly saluted his country's flag.

"Shoemaker Stone was right," thought Susan. "With that boot Dickie walks like a man."



Little Blue Flower

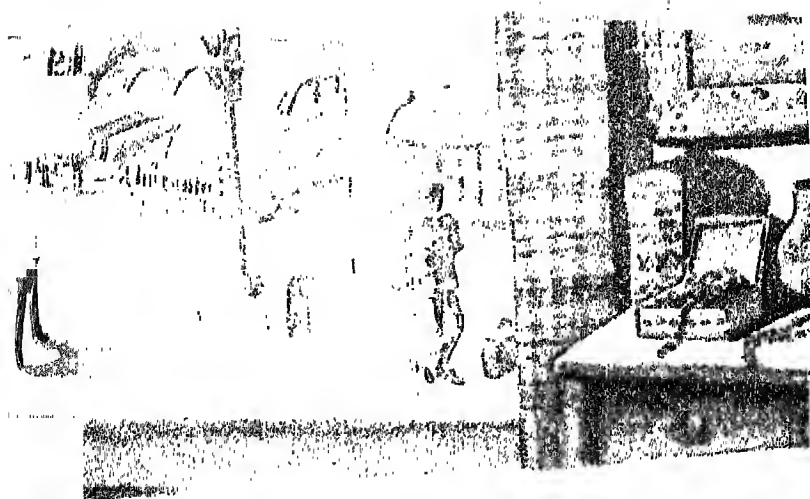
Blue Flower was a little Indian girl, almost eight years old. She had straight black hair and big brown eyes.

Little Blue Flower was not in her own Indian village in the Southwest.

She was not sitting on the ground watching her mother weaving rugs.

She was not watching her father as he made beautiful things out of silver.

She was not watching the Indian boys as they led their goats to pasture.



Where do you think Blue Flower was?
She was right in the middle of a big city.
Father and Mother and Little Brother
were there too. Mother had come so people
could watch her weaving rugs.

Father had come so that people could
see him making pretty things out of silver.
He and Mother would do their work in a
department store.

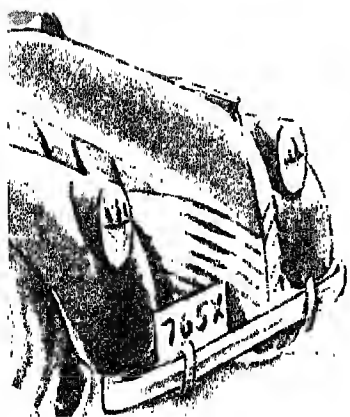
This was their first morning in the city.
Now Blue Flower and Little Brother were
looking out of the window. There was so
much to see.

"So many cars!" cried Blue Flower. "But where are the goats and cows? Where do the people get their milk?" she asked.

"Men bring milk to the city in cars," said her mother. "Finish your breakfast. We are going to the department store. Father is there now. He will have my rugs ready, and his silver work, too.

"The white people have always bought everything we make. Now they wish to see us at work. They will give us many silver dollars. Don't you remember, they bought everything Father made last year?"

When they reached the street, Mother carried Little Brother. He was only two.



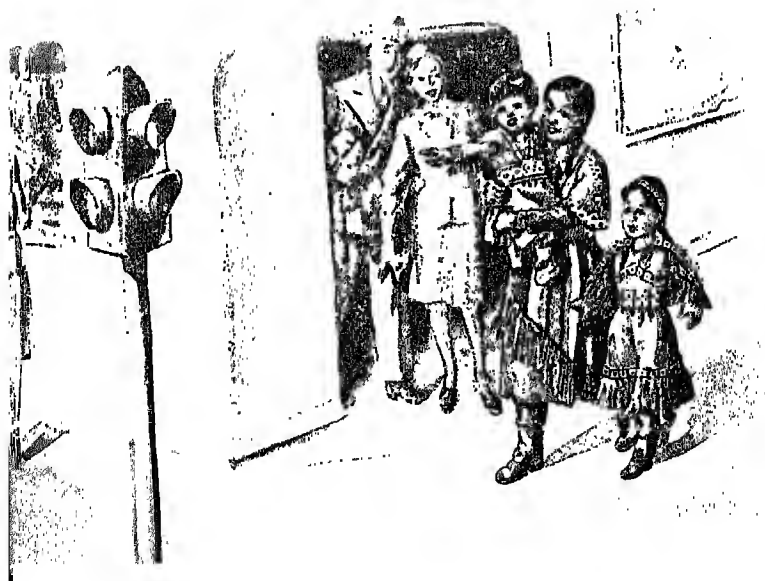
Blue Flower held on to Mother. People stopped to look at the little girl in her Indian dress, and the Indian boy in his mother's arms.

But Blue Flower was not watching the people. There was so much to see. She watched the cars swish past.

All at once the cars stopped.

"Why do they stop?" she cried.

"It is the red light," said Mother. "See the little red eye? When it turns to green, the cars will start again."



Blue Flower watched. When the red eye turned green, she laughed and danced up and down. She wanted to stand there all day and watch that winking eye.

Mother led her across the street into the department store.

"Where is Father?" Blue Flower asked.

"He is upstairs," answered Mother. "We will go up to find him."

She led Blue Flower into a little room. It had no chairs or tables in it.

The tall man at the door smiled at Blue Flower and spoke to her. Then he shut the door.

All at once something frightened Blue Flower. She was more frightened than she had ever been before.

She was more frightened than the time a goat had chased her and knocked her down.

She was more frightened than the time she had been lost all morning.



For the floor of the room had started to move. It was going up under her feet. Up, up, up, it went.

Blue Flower screamed, "Make it stop! Make it stop!"

The next minute the room was still and the tall man was holding her in his arms.

"See, silly one," her mother was saying,
"Little Brother is not afraid. This is the
way we go upstairs.

"A department store is very big. It is too
far to walk upstairs. Watch the nice man.
He will make the elevator go slowly."

Blue Flower held the man's hand. At
each floor he stopped the car and let Blue
Flower look out.

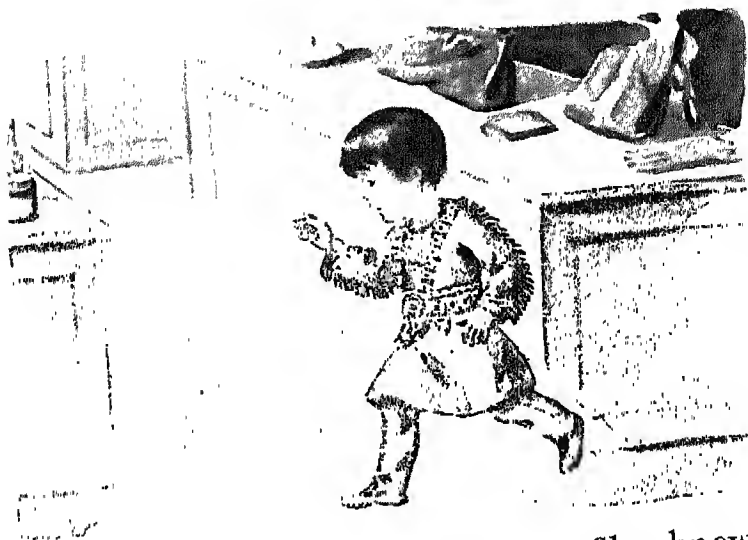
Then she smiled, This was wonderful.
By and by the man opened the door.
Blue Flower looked out. There was Father.

Father had made a little part of the store
look like an Indian Village.



Mother's weaving was ready. Father was at work with his drill.

Mother set Little Brother down on the floor, and he ran across to Father.



But Blue Flower held back. She knew about weaving and rugs and silver things. The el-e-va-tor was new. She liked it.

"What will the man do now?" she asked.

"He rides up and down all day," said Mother. "He helps people and tells them where to find the things they want."

"May I ride some more with the man?" asked Blue Flower.

Mother began to laugh again. When she spoke to the tall man, he began to laugh, too. Blue Flower did not wait for their answer. She ran back into the elevator.

Up to the top of the building she rode, looking out at each floor as she went by.

When the car started down, Blue Flower was surprised. The floor began to go out from under her feet!

She sat down hard when the car stopped. But she got right up and smiled at the man.

Up and down she rode in the elevator. It was wonderful. She would have so much to tell her friends back home.

But now people were coming into the department store. The tall man took her back to Father's floor.

Blue Flower waved good-by to him and ran across the floor to her family.

Indian Signs and Pictures

"Oh, Father, what a pretty necklace," said Blue Flower. "I never saw one like this before. How beautifully shiny it is."

Blue Flower had heard the sound of her father's drill and had come to watch him at work.

Father was making a necklace out of old pieces of silver. He hammered and hammered a long time, until each piece was flat and shiny.



Then he had to drill holes in each piece and string them together. Sometimes he put blue stones between the silver pieces.

Before stringing the silver pieces into the necklace, Blue Flower's father made a picture on each one. He used pictures to make the necklace pretty.

In the years before White Men came to this country, Indians had to use pictures because they did not know how to write with words.

Every picture had a meaning. Other Indians could understand the meaning and know what the maker was saying.

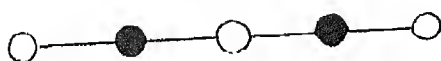
Indians who lived in the woods did not use the same signs as the Indians who lived on the flat lands. They did not make pictures of the same things.

Indians of the woods made pictures of trees and flowers and rivers.

Indians of the flat lands made pictures of the far-off hills.

Almost all Indians made pictures of the sun, rain, and lightning.

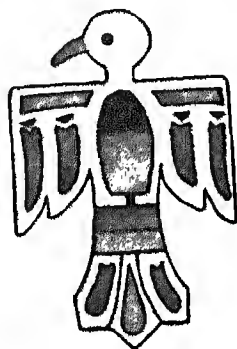
Here are some of the signs and pictures used by the Indians.



day and night



man



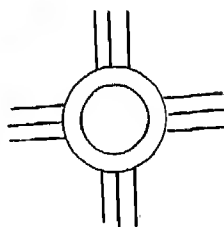
thunder bird



tree

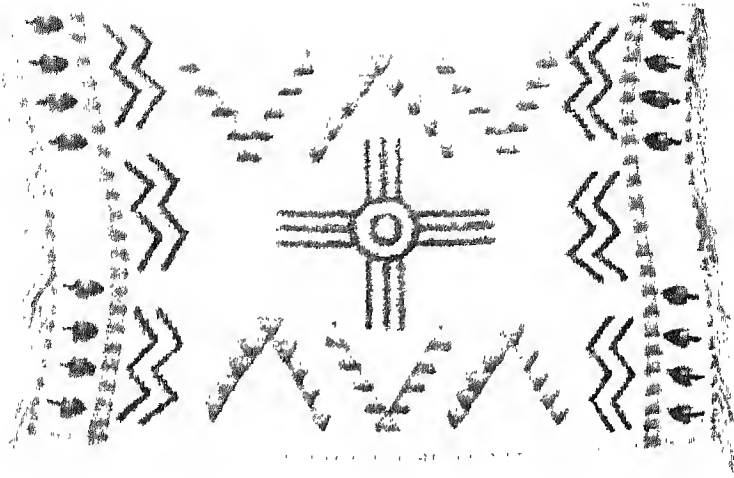


horse

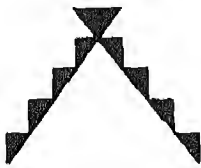


sun

Blue Flower's father, like other Indians of today, writes with words. But he puts the same old signs and pictures on his silver work.



Blue Flower's mother, too, likes to work pictures into her rugs. Here are some that she put into the rug she has just finished weaving.



high hill



lightning



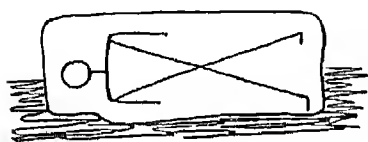
trail



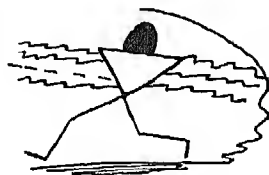
resting place in trail

Indians had another use for pictures. Sometimes a man had a name that told something about him. You have heard names like "Man afraid of a Bird" or "Slow like a Turtle."

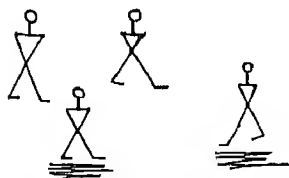
The Indians would make a picture of the man's name. Here are some names in pictures.



Lazy Boy



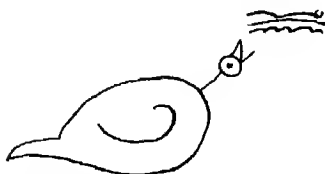
Walks in Water



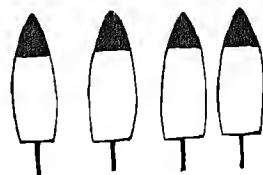
Comes Back Fast



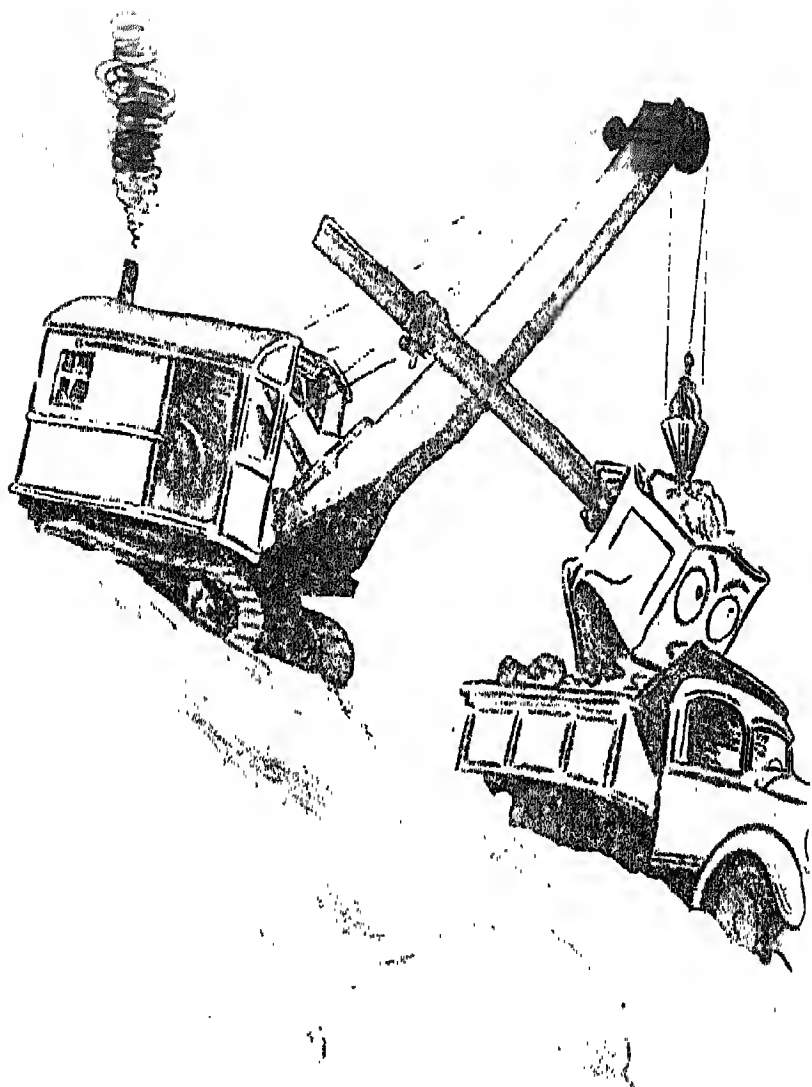
Running Wolf



Singing Long Time



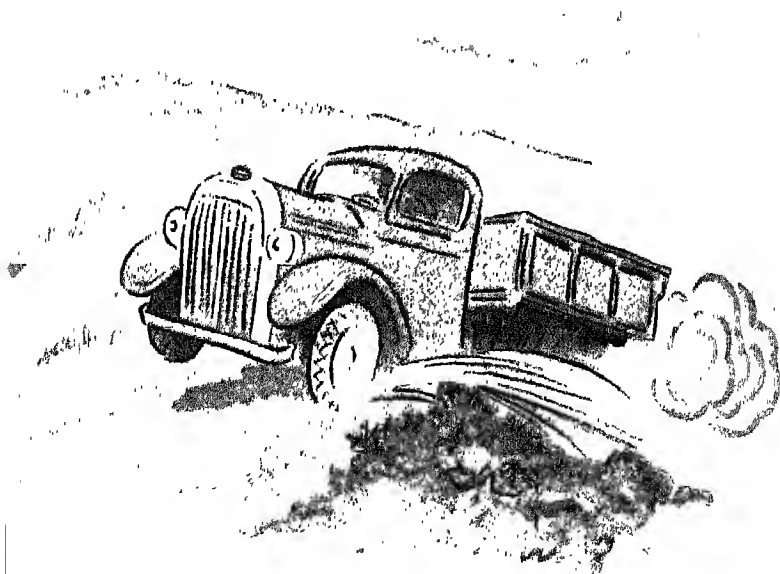
Many Tail Feathers



The Shovel and the Derrick

Once there was a steam shovel. It opened its big mouth and dug into the ground. It picked up great mouthfuls of dirt and stone. It carried the dirt and stones and dropped them into a truck.

When the truck could hold no more, it went away.



"Be quick," called the steam shovel to the next truck. "Don't keep me waiting."

The derrick worked beside the shovel.

The derrick lifted things up. It lifted big beams into place. The great beams held up the new building.

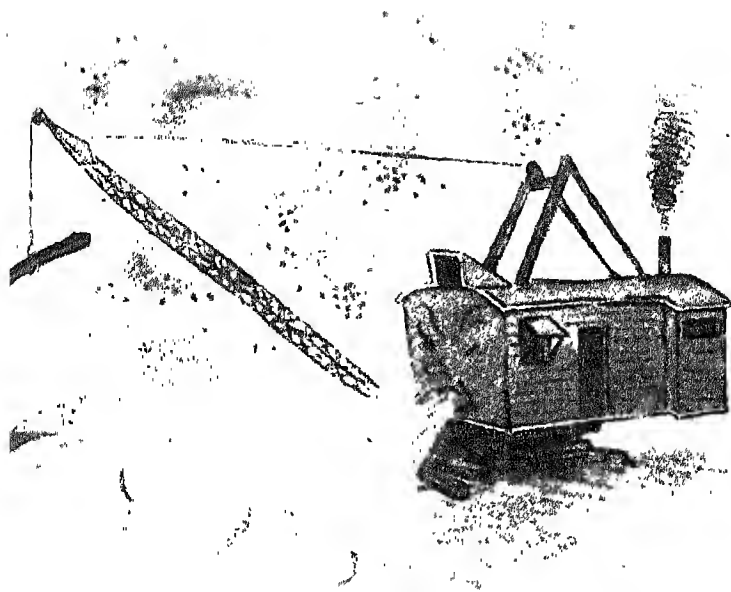
The derrick looked down at the shovel. "You have to pick up dirt and stones," it said. "I pick up nice clean beams."

"You don't know what fun is," said the steam shovel. It dropped a mouthful of dirt and stones into the truck with a bang.

The dirt blew all around. It made the derrick sneeze. "Watch out what you do!" cried the derrick.

"Watch out what you do!" cried the shovel.

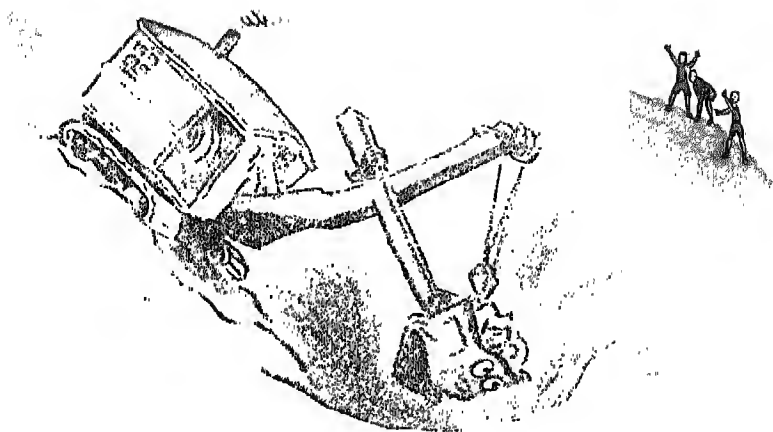
"I go away up high in the clean sky," said the derrick. "I can go as high as the smokestacks. When I build a very high building, I go up, up, up."



"When I dig a deep hole, I go down, down, down," said the shovel. "I can go deeper than you can go high."

"Don't be silly," cried the derrick. "I can go higher than you can go deep. I am almost as high as the smokestacks now."

This time the shovel did not stop to answer. It just dug deeper and deeper. It worked faster and faster. The trucks could not keep up with it.



The trucks had no rest. At last they struck. "We will work no more," they said.

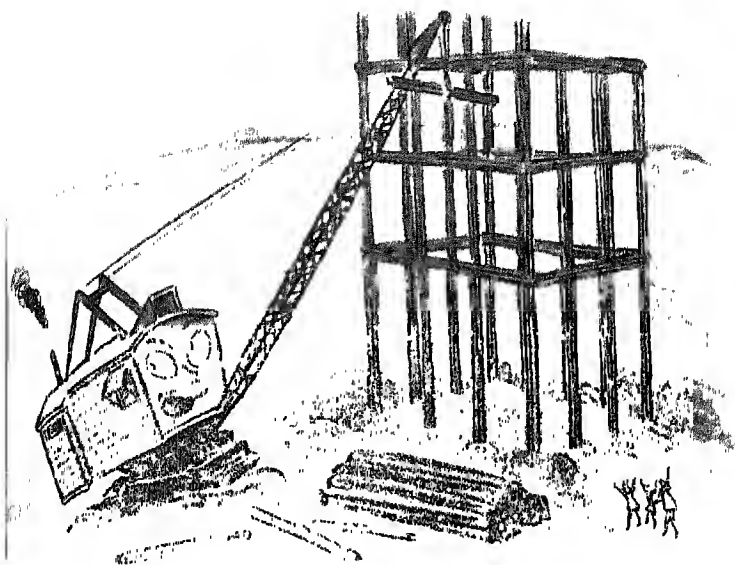
The shovel went right on working. It dug and dug. The dirt piled up higher and higher beside the hole.

"I am half way through the world," shouted the shovel.

"I am half way to the sky," answered the derrick.

All the people stopped to look. They had to lean away back to see the top of the building. Still the derrick went on lifting.

"I am higher than you are deep," it called to the steam shovel.



"I am deeper than you are high," called back the steam shovel.

"What can we do?" asked the workmen.

"We can't stop this shovel or this derrick."

They gave up and went home.

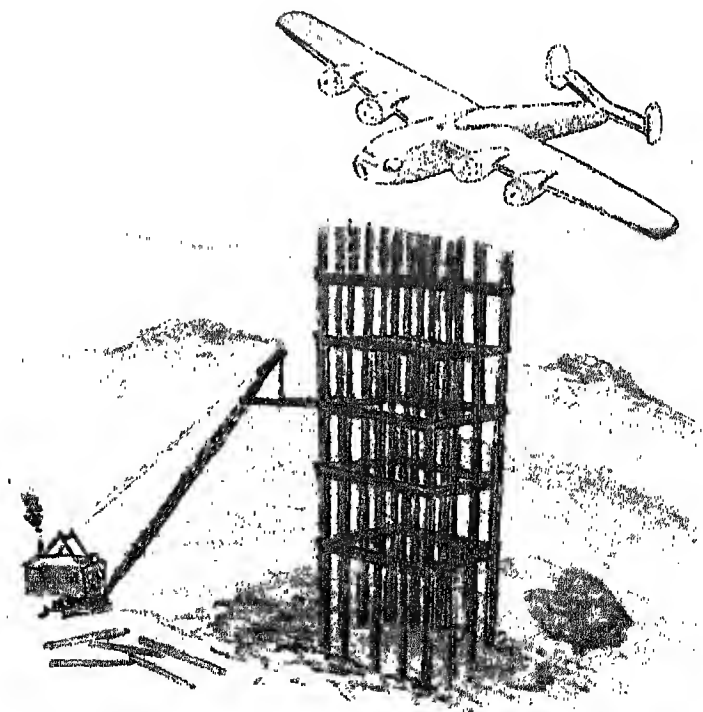
All the rest of the day the shovel dug and the derrick lifted. The boys came from far and near to watch. "Go on and dig," they shouted to the steam shovel.

The girls came from far and near. "Go on and build," they cried to the derrick.

An airplane came flying near. "Watch out! Don't go too high or I may run into you," it called.

A subway train went rumbling along away down under the street. "Watch out. Don't dig into me," it screamed.

When night came the shovel was so tired that it could dig no more. The derrick was so tired it could lift no more.



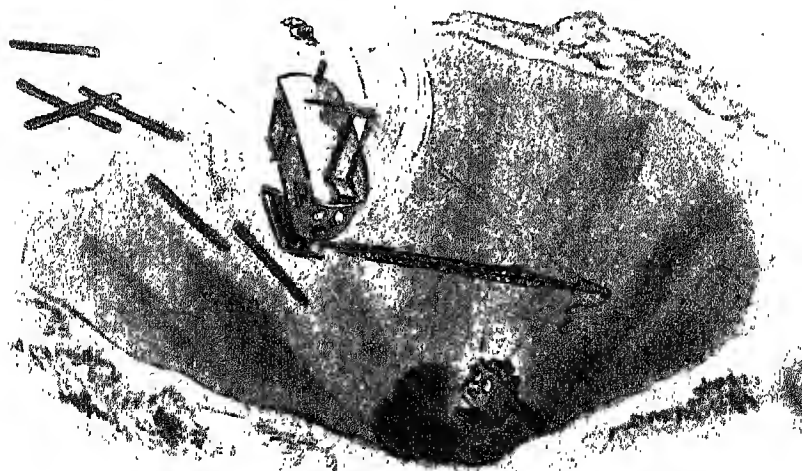
"I am down deeper than you are high," called the shovel.

"Don't be silly," said the derrick.

It leaned away over to look. The derrick looked down, down, down into the hole the shovel had dug. The hole was so deep the derrick had to lean away over.

All at once it leaned over too far. Down it fell with a dreadful noise. Down into the hole went the derrick. Down went the building, too. All the dirt blew back into the hole.

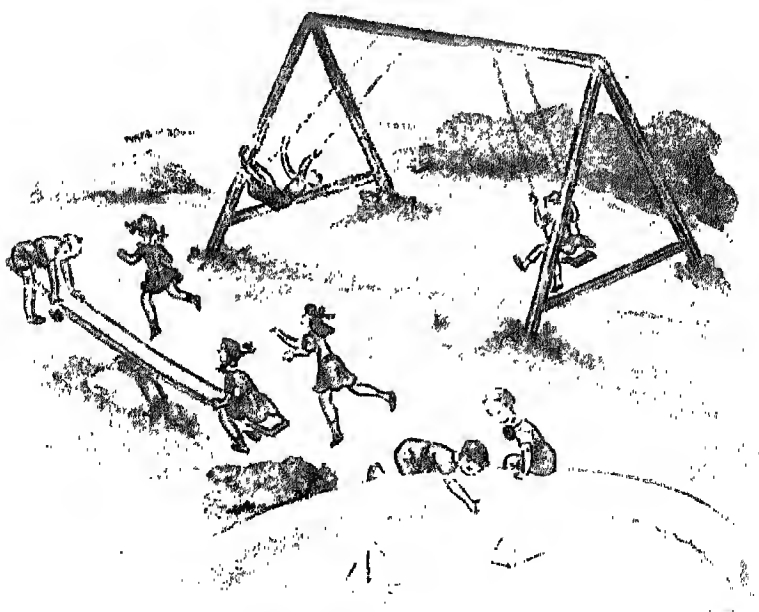
The steam shovel and the derrick were nowhere to be seen.



In the morning there was no sign of a hole. The building was gone. There was only a pile of dirt where the hole had been.

"Let's not build a building here," said the workmen. "Let's make a playground with a pool and swings and seesaws."

And that is just what they did. They made a fine playground with seesaws and swings and sandboxes and a pool for toy boats. All the boys and girls came to play.

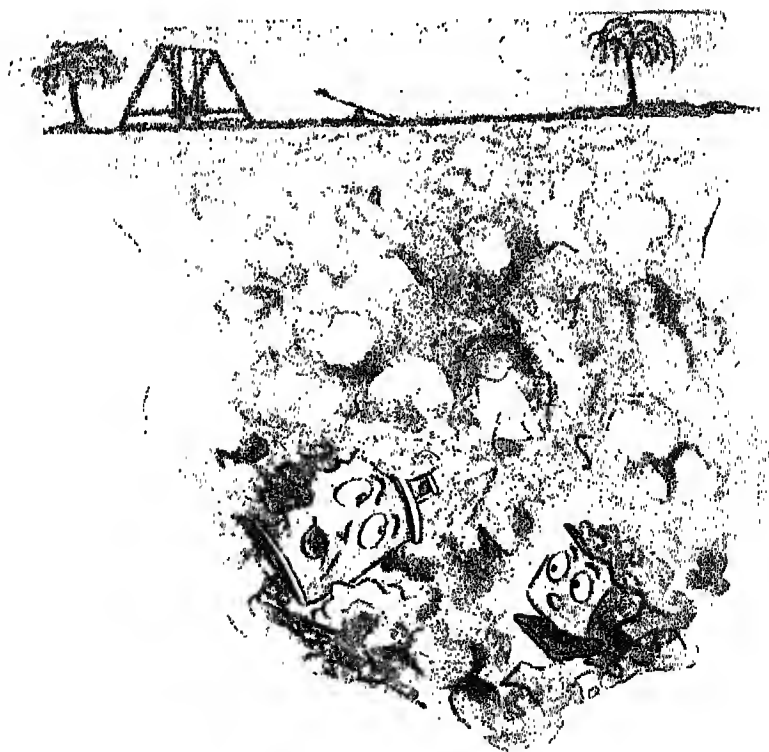


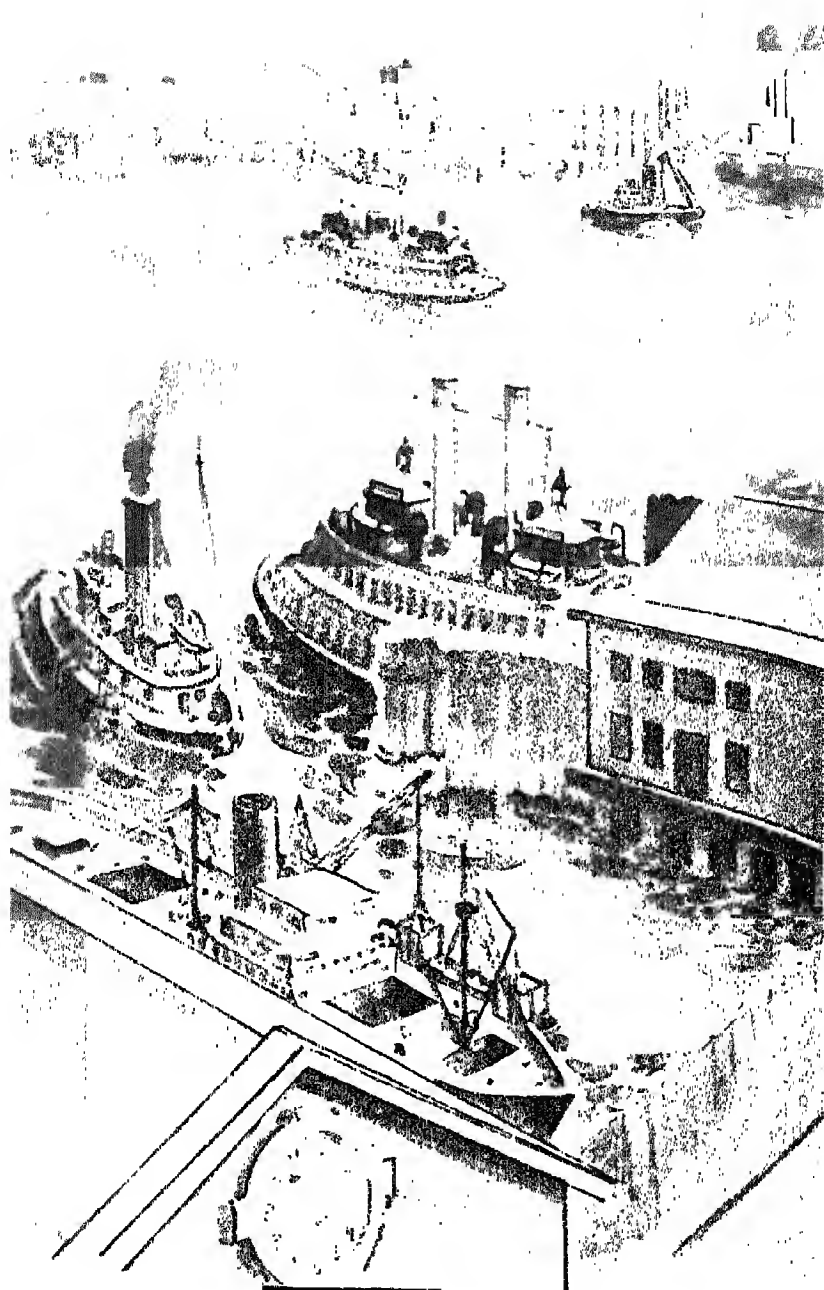
But in the middle of the night, when the playground is quiet, you may hear a rumbling sound, deep in the ground.

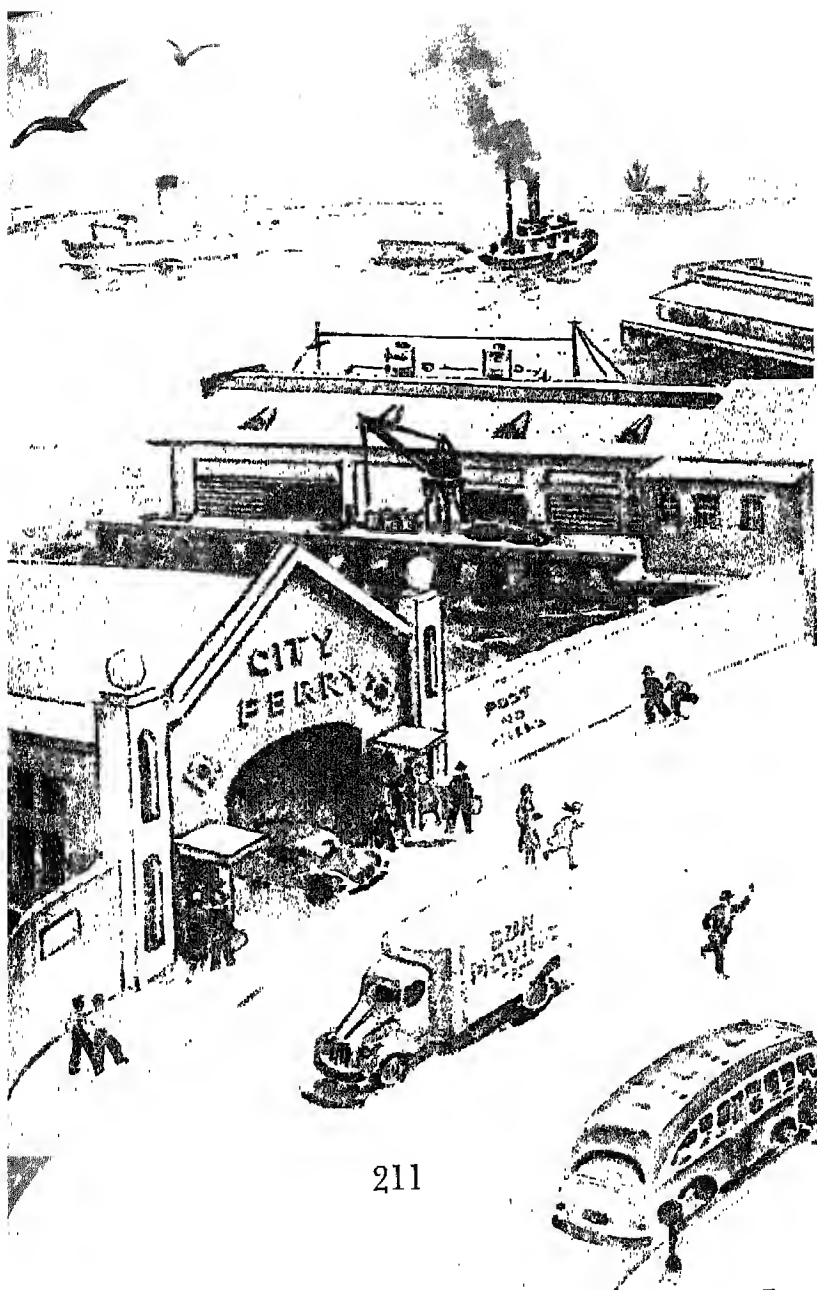
"I went deeper than you went high."

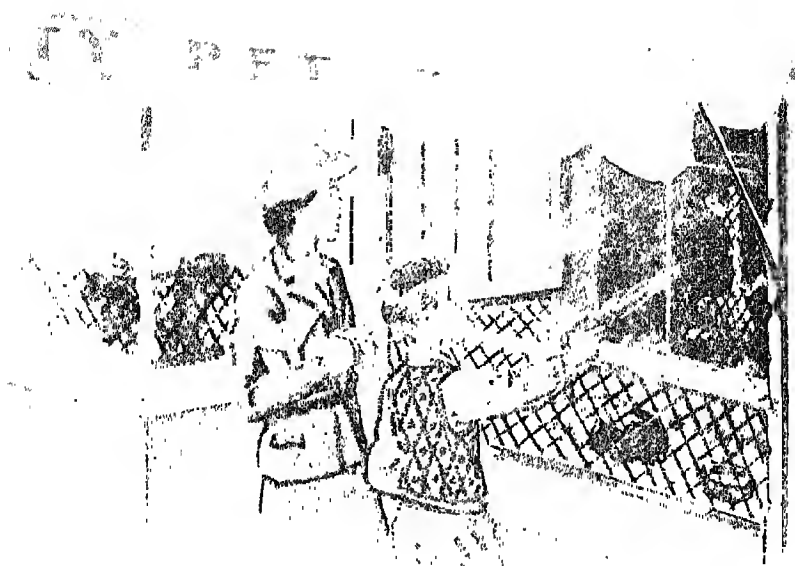
"I went higher than you went deep."

It is the old derrick and the old steam shovel talking. There they live to this day, deep down in the ground.









Too Cold for Toby

"Oh, Mother, look at that little—what is it, Mother?"

"I don't know," she answered.

Bob and his mother were looking into the window of a pet shop. A small animal was sleeping in a cage near the window.

As the door opened, a bell began to ring. The little animal heard the bell and stood up. It came over to the side of the cage near Bob.

It looked like a bear, but it was not a bear. It had paws like a squirrel, but it was not a squirrel. It had a tail like a monkey, but it was not a monkey.

It climbed up the side of the cage and stuck out its paw to Bob.

Bob laughed out loud. "What is that?" he asked the man who ran the shop.

"It is a kinkajou," answered the man. "It was sent from a country far away from here."

"Does it bite?" asked Mother.

"It will not bite if you don't make it angry," said the man. "Want to hold it?"



The man opened the cage door. "Come out, Toby," he said. "Here is a boy who wants to see you."

Toby curled down in the man's arm. The man gave him half of a carrot.

Toby took the carrot in his paws and ate it. He took tiny bites, all the time keeping his eyes on Bob.

"Here," said the man. "You give him this piece of carrot."

Toby took the carrot from Bob. He ate it carefully, without dropping a bit.

"Oh, Mother," said Bob, "I want Toby."

"But I thought we came here to get a puppy," said Mother.

"I don't want a puppy. I want Toby. He is better than a puppy."

The pet shop man said, "The kinkajou needs a large box with wire sides."

"I believe the janitor in our apartment house will make one," said Bob's mother.

"Toby must have vegetables to eat every day," said the man.

"I can get them for him," said Mother. She seemed to want Toby, too.

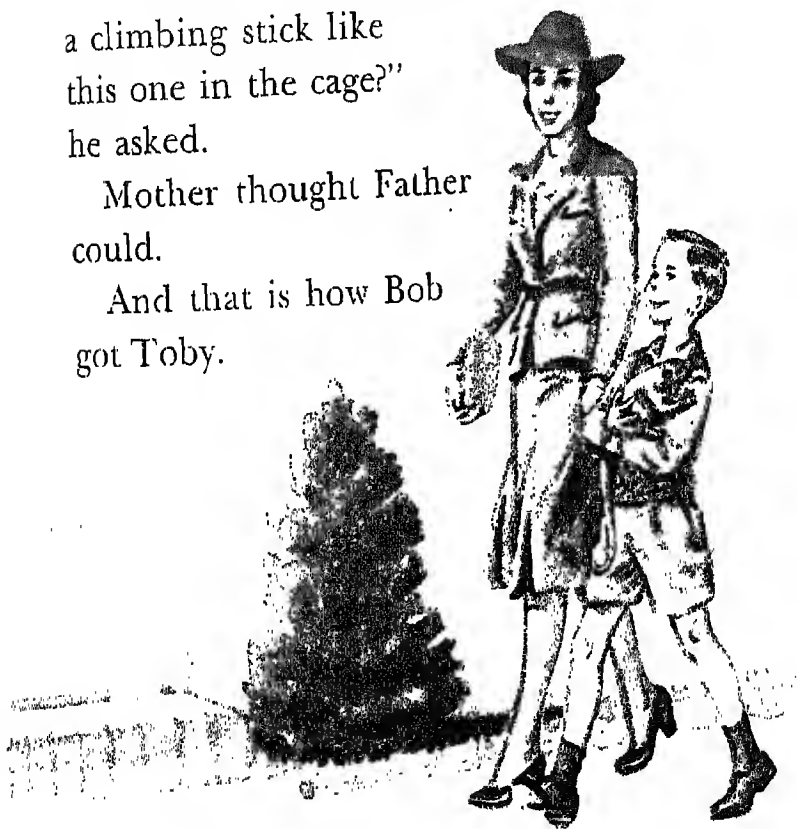
"He likes to climb and to swing from the branches of trees," said the man.

Bob turned to his mother.

"Can't Father build him a climbing stick like this one in the cage?" he asked.

Mother thought Father could.

And that is how Bob got Toby.



When they reached the apartment house, Sue and Bill came running to see Bob's new pet.

"What in the world is that?" asked Sue.

"Is it some kind of a bear?" asked Bill.

Their voices frightened Toby. He gave a little hiss and hid his head in Bob's arm.

"It is all right, Toby," said Bob. Then he said to the others, "He is a kinkajou, and his name is Toby. He likes me already."

"May we come to see him?" asked Bill.

"When he gets his new cage and gets used to us you may come," said Mother.

Mother was right about the janitor, Mr. Held. He built a fine cage for Toby in the back yard. Father built a climbing stick with branches.

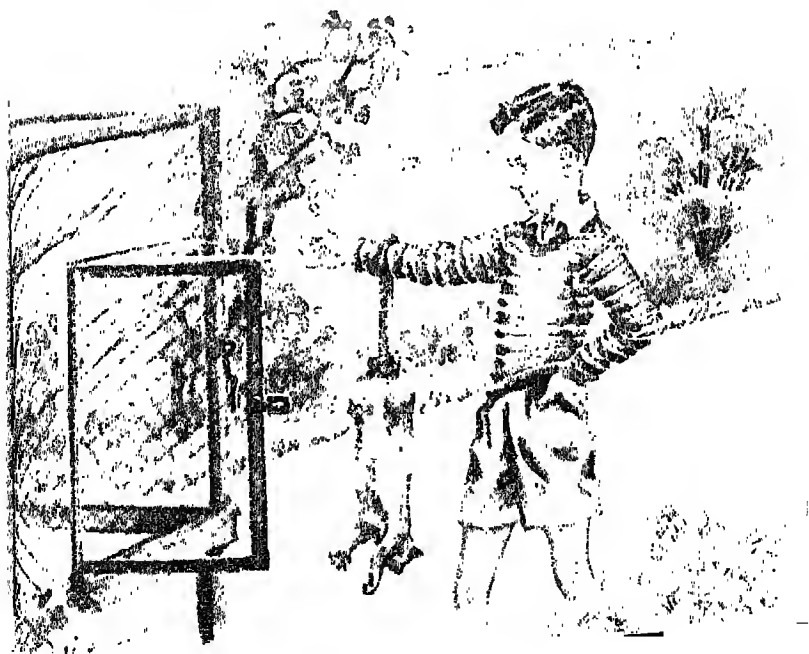
Bob always gave Toby a good breakfast before he went to school. After school Bob ran to the cage the first thing. He almost always found Toby sleeping.

Bob was afraid Toby was sick, because he seemed to need so much sleep.

When Bob asked the man about it, he said, "Toby is all right. He is the kind of animal that sleeps all day and moves around at night. Many wild animals are like that."

But Toby did not sleep all the time. The minute Bob turned the handle of the cage, Toby would jump up, ready to play.

Bob would hold out his arm. Toby would curl his tail around it and swing. Toby would do this with no one except Bob.



Mr. Held liked Toby, too. One morning the janitor was cross because Bob had not put clean straw in Toby's cage.

"The nights are cold already," he said. "Do you want Toby to freeze?"

Bob did not forget again.

One cold morning, when he ran out to the cage, he saw no sign of the kinkajou.

"Toby!" shouted Bob.



The straw began to move. Out came a little nose, then a head, then the rest of Toby. He shook all over with the cold.

Bob ran into the house. "Mother!" he called. "Toby will freeze! Can't he come in and get warm?"

"I'll bring him in," said Mother. "You must go to school or you will be late."

When Bob came home, Toby was curled up under the straw, trying to keep warm.

Mother said, "I called the pet shop man. He says Toby can't live in the apartment. It's too warm and dry."

"He can't stay in the yard," said Bob. "It's too cold."

"Let's go to the department store and get him a sweater," said Mother.

The store had no sweaters for cold little kinkajous. But Bob thought Toby could wear a dog sweater. He and Mother bought one for fifty cents.

The next morning Bob had a surprise. Toby didn't like the sweater. He was pulling it to pieces with his teeth.

Mother called the pet store again to ask if the man could keep Toby. But he had no room for any more animals.

At last Father said, "We must take Toby to the zoo. The men in the zoo know how to handle animals. That's their business."

"Oh, no," cried Bob. "I don't want to give Toby to the zoo."

"Do you want him to freeze?" asked his father. Bob could not answer that.

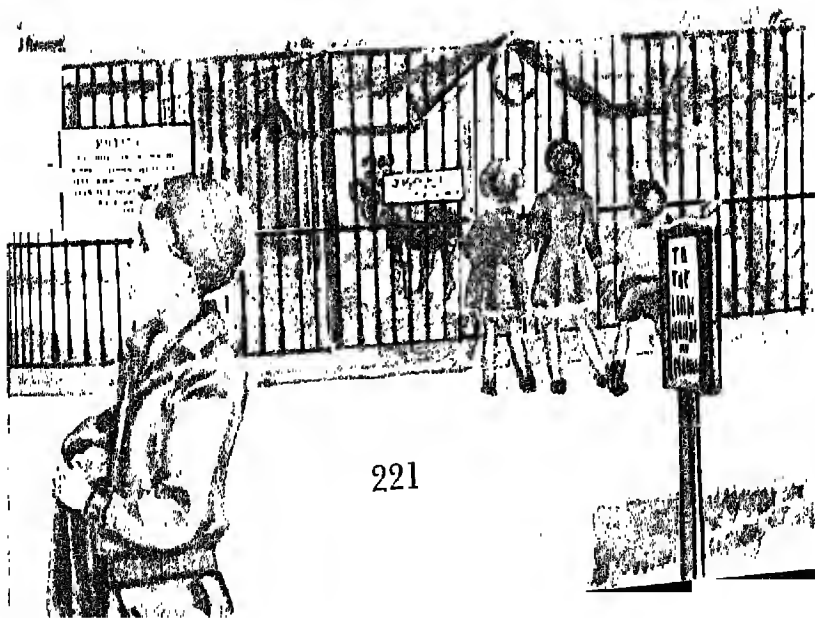


The next morning Toby was so cold that Bob was ready to do anything for him. He and Mother put an old coat around Toby and took him to the zoo.

The pet shop man had told them to see Chuck Stone, who took care of the raccoon house. He would know how to handle Toby.

Bob asked Chuck, "Can you take care of Toby for me?"

Chuck smiled and took the kinkajou in his arms. Toby began to nose around in Chuck's pocket.



Chuck laughed and pulled out a carrot. "Best I can do for you, little fellow," he said. He carried Toby to the raccoon cage, and put him inside.

There were three other kinkajous there, but not fine ones like Toby. They hissed when they saw him.

"Don't they like Toby?" asked Bob.

"They will like him when they get to know him," answered Chuck. "Toby will be all right."

Bob did not look happy. He said, "But Toby is not my kinkajou any more."

"Yes, Toby is yours," said Chuck. "When you come back, I'll take him out and you can play with him. Here, give him this before you go."

Bob gave the carrot to Toby. "I'll see you tomorrow," he said.

Then Bob followed his mother out of the raccoon house.



Where is the Ferryboat?

"We are going to call on Aunt Mary today," Bob told Don at breakfast.

"Oh, dear," said Don. This was his first day in the city. He had come all the way from his home in the country. He wanted to do something more exciting than calling on an old lady.

Bob laughed, "You will like her," he said. "The part I like best about calling on her is the boat ride. We have to cross the river on the ferryboat."

"A boat ride" cried Don. He would like that. He had never had a ride on a big boat.

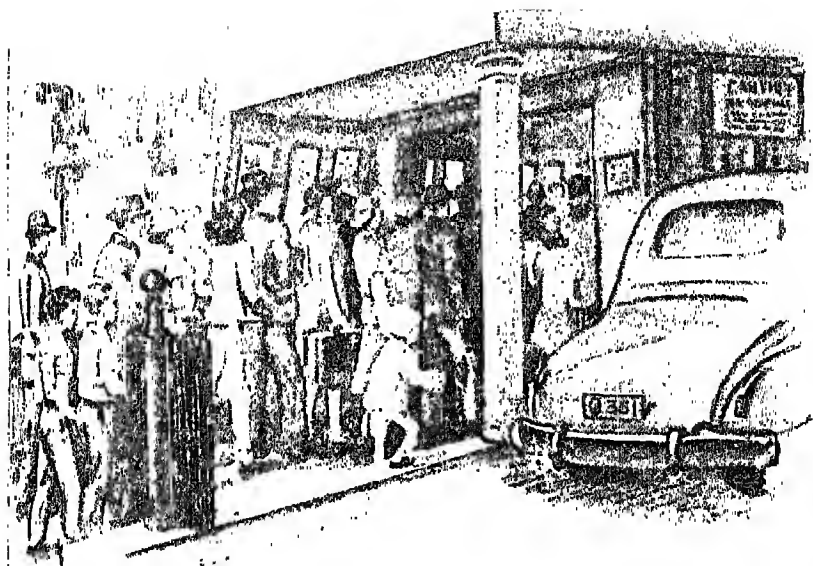
But he had seen many moving pictures of boats. He liked the low, shiny boats that cut through the blue water and left a long white trail behind them. He liked the great steamships, too.

Today he was going to have a ride on a ferryboat. He did not want anyone to guess he did not know what a ferryboat looked like.

The boys rode downtown in the subway.

"This is the way," said Bob, when they came out of the subway. They went into a building. On it was the sign, "City Ferry."

They went with the crowd through the big building. There were so many people Don could not see where he was going. The crowd pushed through a big door and onto the boat. But Don didn't know that.



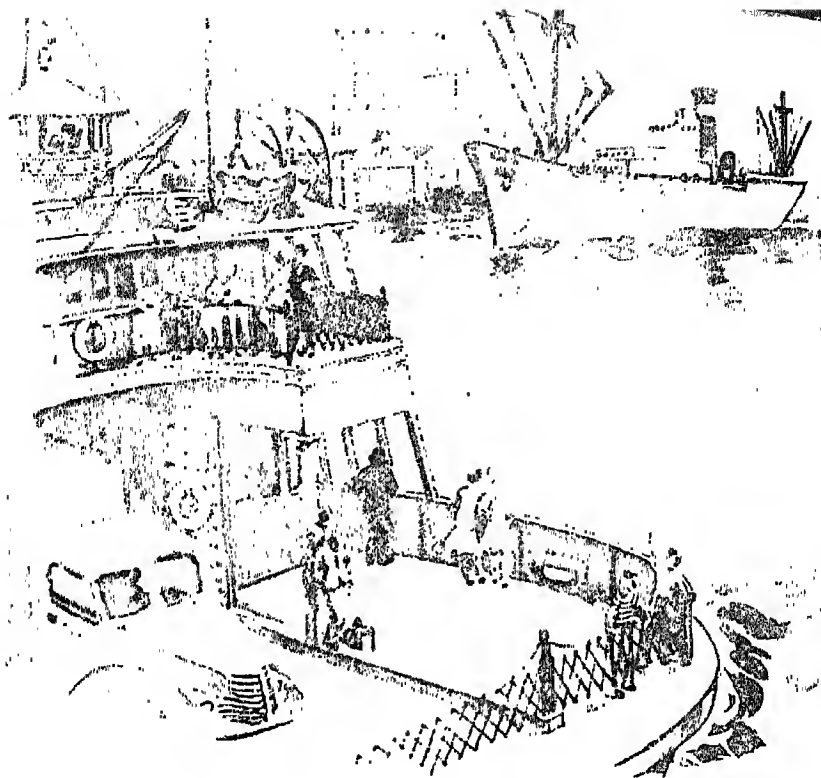
He thought, "This must be where we wait for the ferryboat."

"Let's go outside," said Bob. He led Don through the crowd and out of a door. Right in front of them was the river. There was a gate to keep people from walking off into the water.

Cars and trucks were standing in a row behind them. Don thought they must be waiting for the ferryboat, too.

"Where is the ferryboat?" he asked.

Bob laughed. "Wait and see," he said.

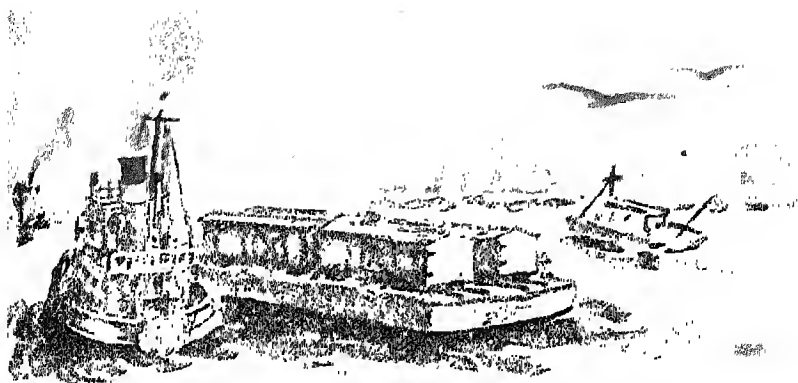


Don leaned on the gate and watched the boats coming and going.

All at once Don heard two short whistles. Then there was a rumbling noise.

"Why, we are moving!" he cried.

"Yes," laughed Bob. "We have been on the ferryboat all the time."

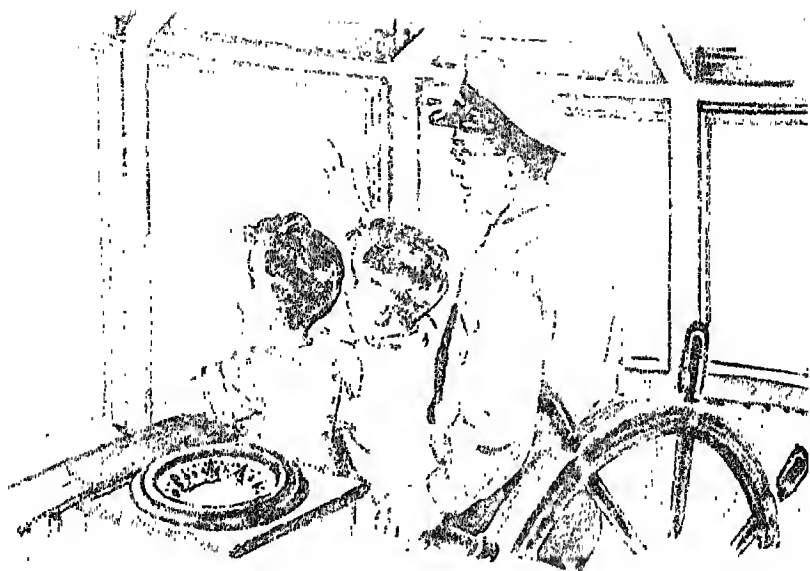


Don was disappointed. He had thought he would see something wonderful when he rode on the ferryboat. There was nothing wonderful about this old boat.

Bob said, "Look up there, Don. That is the Captain's cabin. And there is Captain Summerwell looking out of the window. He is a friend of our family."

Don looked up. Captain Summerwell saw the boys and called, "Hello, Bob. Off to see your aunt again?"

"Yes, Captain Summerwell," said Bob. "This is Don. You know that I told you he was coming to visit me. He has never been on a ferryboat before."



"Never been on a ferryboat before? My, my!" Captain Summerwell shook his head. "Then we must let him have a good look at the river. Bring him up to my cabin."

When they reached the Captain's cabin, Don almost forgot he was disappointed.

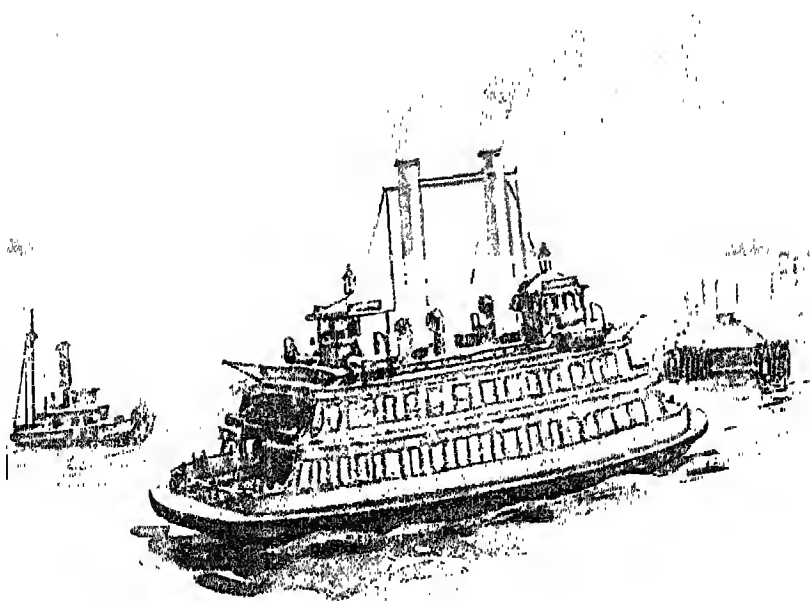
For he could look down on the cars and people waiting in front of the gate.

Better than that, he could look down on the river. The Captain called all the boats by name. The boys waved at the people in the other boats going past.

All at once Don saw a big boat coming up the river. It was green, with tall white smokestacks. Its windows were all shiny in the morning sun.

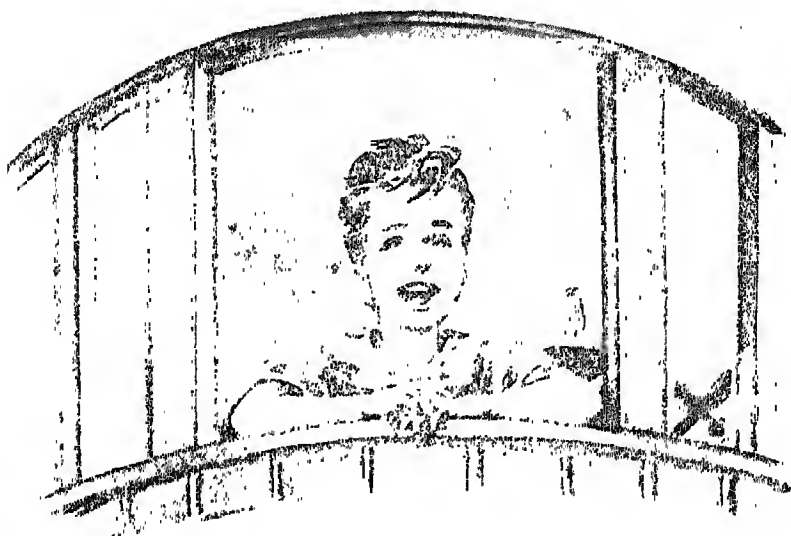
It moved so beautifully and so proudly, Don thought it was the most wonderful boat on the river.

"Look at that boat," he said. "Some day I would like to ride on a boat like that."



To Don's surprise Captain Summerwell began to laugh. "Don," he said. "Don't you know what that wonderful boat is?"

"That's a ferryboat," shouted Bob. "It's just like this one. If you were on it you would think this boat was wonderful."



Then Don began to laugh. To think he had made a mistake like that! He would know better next time. And the ferryboat ride was wonderful after all.

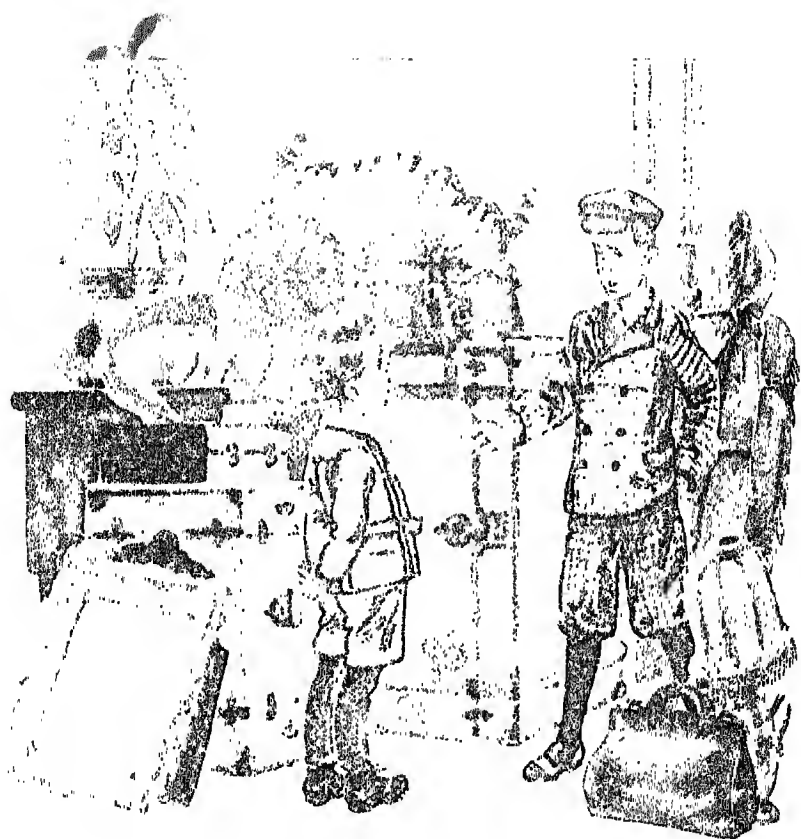


Lost—One Knife

"Jack, you lose everything," laughed his mother. "You would lose your head if it were not fastened on."

Jack's father began to laugh, too. He winked at Jack and said, "That is what my mother used to say to me when I was a boy. I remember one time . . ."

"Tell us, tell us," cried Jack and Betsy. And Father went on with his story.



It was the day we moved. Do you know what an apartment looks like when you are moving?

Well, everything is all upset. Boxes and trunks are stuffed with clothes and books and dishes. Everyone falls over everything. It's dreadful.

In the middle of it all my brother called me. I was six and Tom was ten. I thought he was the most wonderful boy in all the world.

"Where is my new knife?" Tom asked. "I let you use it last night after supper."

I did not know where the knife was. I could not think where I had put it. And everything was so upset, I did not know where to look or what to do.

Tom could tell that I did not have his new knife.

"I am tired of having you lose all my things," he said.

Then two of his friends came and asked him to play ball with them.

I wanted to go with them. There was nothing I liked better than going out with the big boys.

But Tom did not ask me to go. Off he went without me.

Then the moving men came and began to take out the furniture and put it into the van. The place did not look like home any more.

How I wished the furniture were back in place and I had not lost the knife.



"What is the trouble?" asked one of the moving men.

"I have lost a new knife," I answered.

"A new knife?" he said. "I'll watch for it. Have you looked in the chairs? Many things get lost in chairs."

I stuck my hand in the back and sides of every chair. I found a penny, two nails, and a piece of candy. I stuffed the candy into my pocket. It was a good thing that I did.

But I could not find the knife. I went to the window. The moving men had just put Father's desk into the van.

All at once I remembered. I had put Tom's knife in a small drawer in the desk. Without a word I ran downstairs. No one saw me. The men had gone back to see that all the furniture had been carried out.



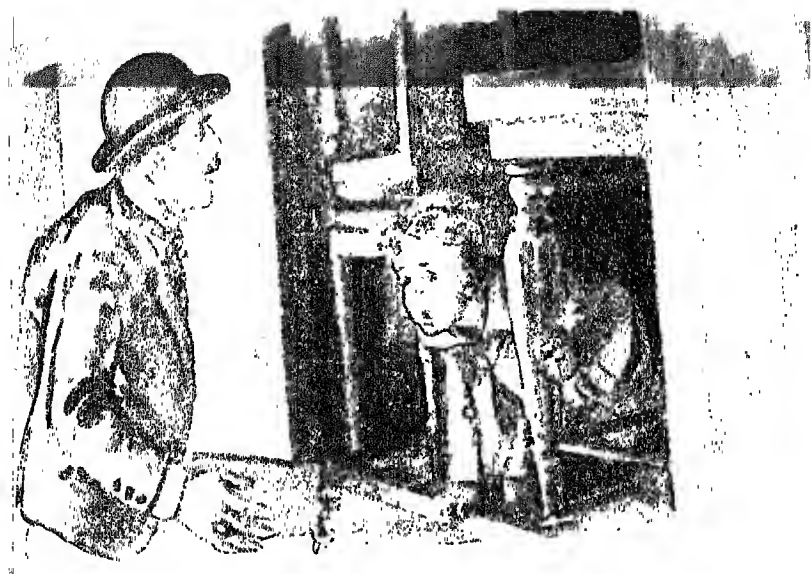
I climbed into the van. I wiggled under a table and between the legs of a chair. I got my hand up to the drawer and pulled it open a tiny bit. Yes, there was the knife.

I started to wiggle out. But just then I heard voices. The men were coming back. Before I could get out one of them shouted, "That's all. Let's go!" The door shut with a bang. Then the van started off.

It was as black as night inside the van. I screamed, but no one heard me. I tried to hammer on the big door, but I could not reach it.

I knew our new home was a hundred and fifty miles away. A hundred and fifty miles seemed like a very long way. I did not think I would live to get there.

I was hungry and thirsty and tired. But I remembered the candy I had stuffed in my pocket. I put it in my mouth, and before I knew it, I was asleep.



The next thing I knew, I heard a horn honking. Then the van stopped.

I heard voices. When someone opened the door, I could see it was already very dark outside.

Then someone cried, "Here he is!" It was my father. He picked me up carefully and held me in his arms. Mother was just behind him. Tom was there, too.

"How did you ever get in there?" asked Mother. "We have had the police hunting for you."

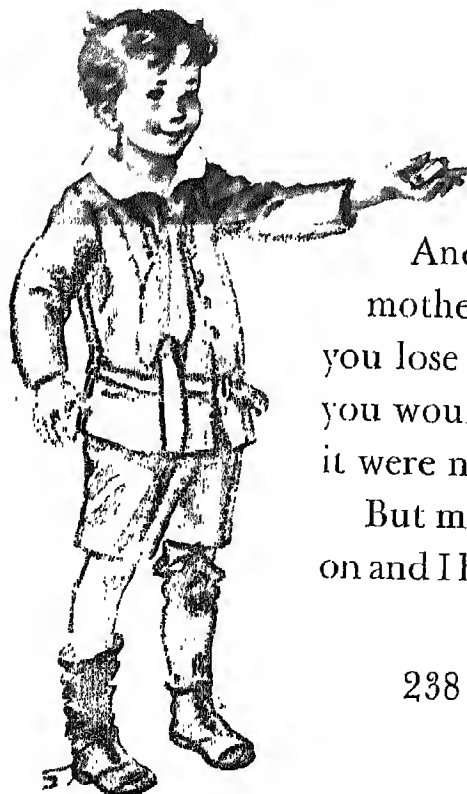
"I was looking for something in the desk drawer," I said.

Then everyone began to laugh.

"We looked everywhere for you," said Father.

"What in the world were you looking for in the desk?" asked Tom.

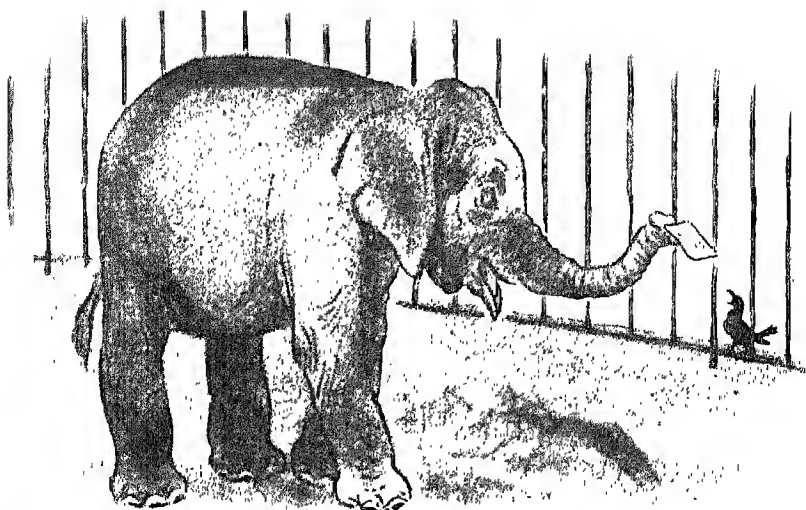
"Your knife," I said, "I lost it."



And that was when my mother said to me, "Jack, you lose everything. I think you would lose your head if it were not fastened on."

But my head was fastened on and I had found the knife.





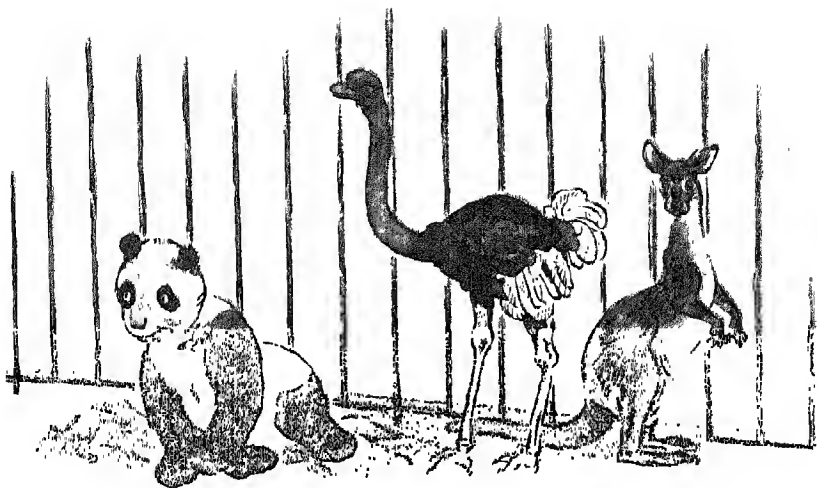
The Animals Go to Town

Quiet had come to the zoo. The animals were going to sleep.

"Oh, dear," said Elly, the elephant. "I am tired of staying home and being looked at. I would like to go somewhere and look at things for myself."

The other animals thought this would be wonderful. The birds wanted to go, too.

Only the big black crow did not like the plan. "No one asked us," he croaked, with an angry swish of his tail.



"Oh, yes, some one did ask us," said Elly, swinging her trunk around. "Look at this!" She held up a small card. On it was printed:

Mrs. Duddle, Lettuce Lane

"See what Mrs. Duddle wrote me," she said, turning the card over:

"Dear Elly,

Thank you for returning my hat when that little boy was mean enough to throw it into your yard.

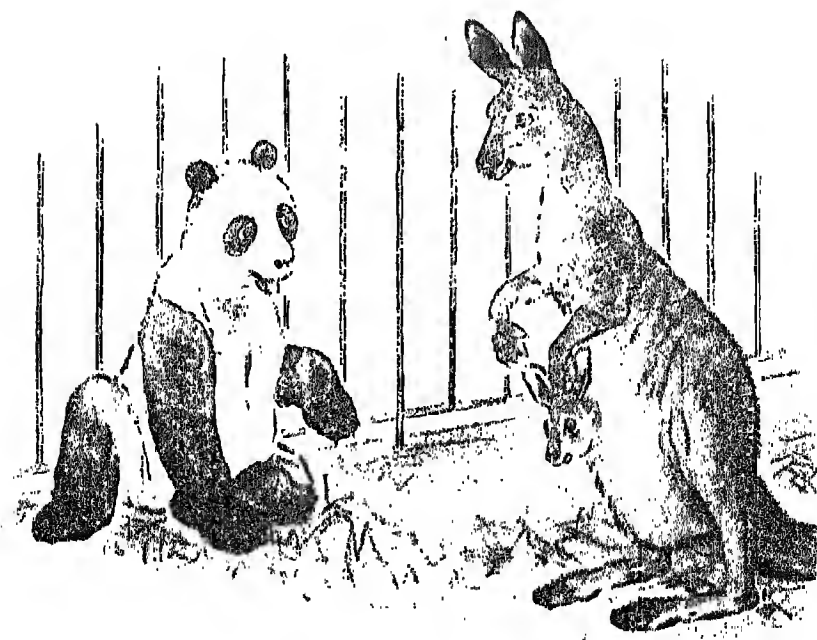
The next time you are in town bring your friends to my house. We will have tea in the garden, and Dilly will sing for you."

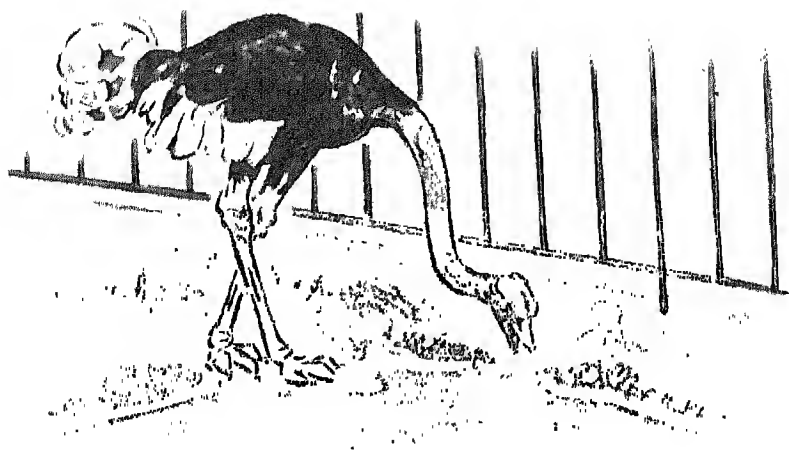
"Who is Dilly—a dog?" asked Manda, the panda, who had been asleep.

"Dogs don't sing," said Elly, stamping her big foot. "Dilly is a yellow canary. She sings beautifully."

"I would like to get away from the zoo for a while," said Manda. "Let's go to town and visit Mrs. Duddle."

"I would love to go with you," said Mrs. Kangaroo. "But my children are too young to go visiting."



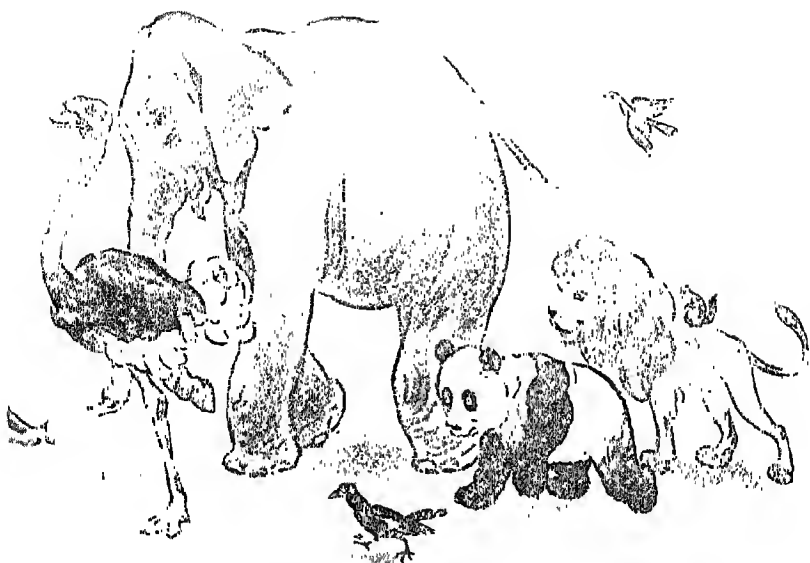


Ossy, the ostrich, liked the plan.

"I shall see myself in all the large shop windows," he said, looking down proudly at his beautiful feathers. "That is better than trying to see myself in a pool in the ground."

"Don't go near the laundry," said Elly. "I heard the lady from the laundry say she would like your feathers for a hat."

The animals talked a long time. They made their plans to walk to town the very next day to have tea with Mrs. Duddle of Lettuce Lane.

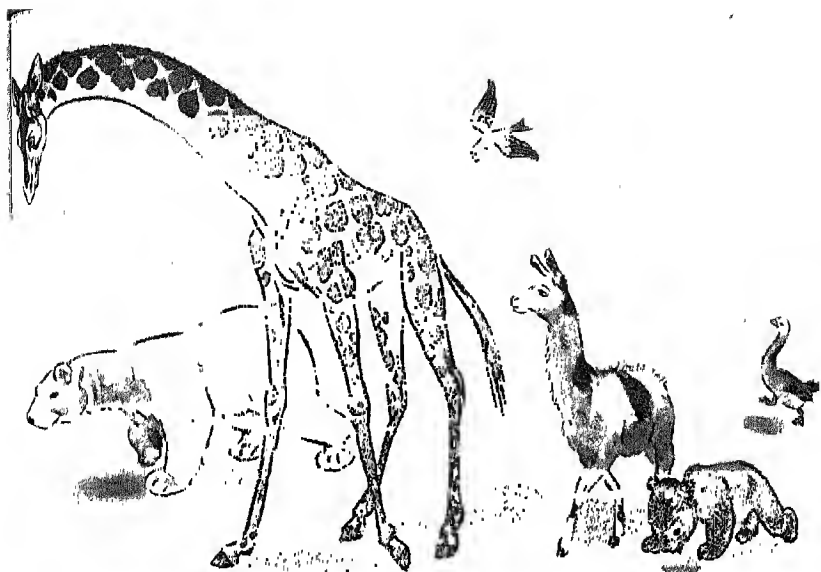


In the morning they set out in a row.

First of all came Ossy, the ostrich. He was followed by Elly, then by Manda, the panda.

Then came the old lion. Behind him marched the giraffe. The giraffe was so tall he could look into the upstairs windows of the houses.

Chippie, the chipmunk, wanted to go, too. The other animals did not want him, but the lion let Chippie ride on his back.



Trailing along at the end of the row was Go-go, the gray goose. She waddled along, flapping her wings.

"Look at Go-go," said the crow, swishing his tail again. "Does she think she was asked to the tea?"

"Maybe she is thirsty," said the pigeon. "I am not thirsty, but let's go along, too."

"All right," said the crow. And it was a good thing the birds did go along. They helped to keep the animals in place.

When any of the animals got out of place, the crow would swish his tail and croak at them. Go-go would waddle after them and hiss to bring them back.

When the parade reached the town, the animals met a policeman who helped them to cross the street. He made all the cars wait while Go-go waddled across.

The animals walked along and looked at the people just the way the people looked at them in the zoo.

Everyone they met was very kind. The people bought them ice cream and candy and popcorn.

Go-go and the crow stopped hissing and croaking long enough to eat some of the popcorn.

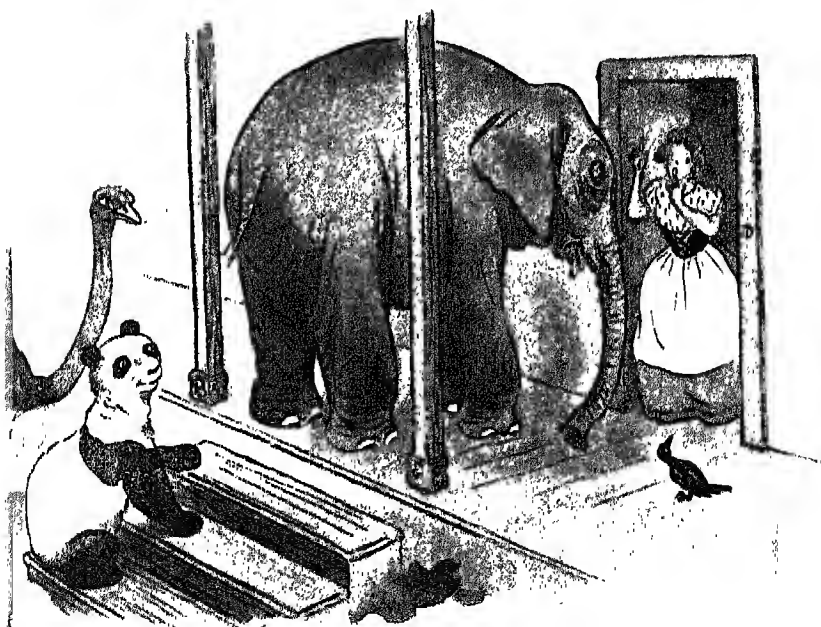
At last they all reached Mrs. Duddle's home in Lettuce Lane. Elly went up to the house to ring the bell. Mrs. Duddle herself came to the door.

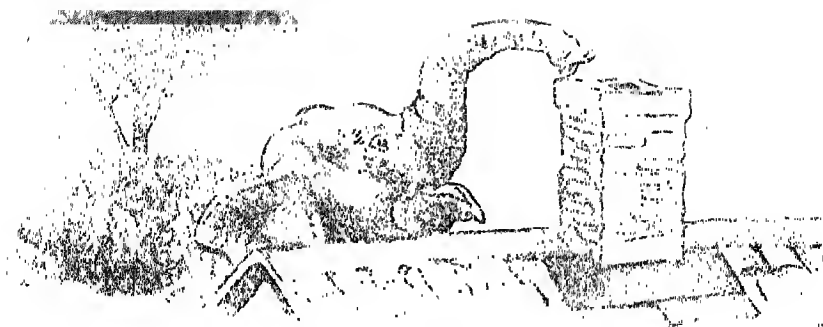
"My dears," she cried. "How sweet of you to come! I am glad to see you! But I have something dreadful to tell you."

The animals all crowded around her.

She said, "You were so late that Dilly thought you were not coming. That made her unhappy. She flew up the chimney. Now she can't get down. Whatever shall we do? Be quiet and you can hear her."

Yes, they could all hear a weak "tweet, tweet" coming from the chimney. It was not much more than a squeak.





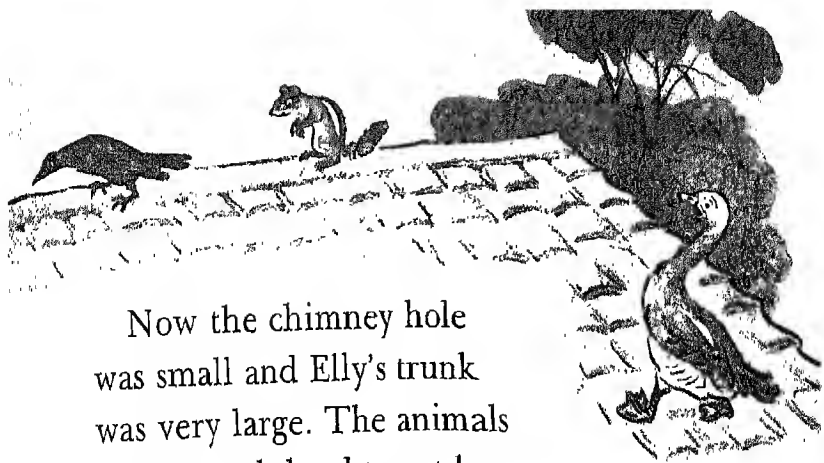
What to do? The pigeon and the crow flew up on top of the chimney and looked.

Chippie, the chipmunk, and Manda, the panda, climbed up on the roof and looked down. The giraffe tried to look into the chimney, and Ossy, the ostrich, craned his long neck. No one could see the canary.

"My poor silly Dilly," said Mrs. Duddle. "She can't live in that chimney without a bite to eat."

"Put Elly's trunk down the chimney," said the lion. The other animals thought this was a wonderful plan.

"Put birdseed on it," said the pigeon. "Dilly thinks birdseed is delicious. She will get on Elly's trunk, and Elly can pull her up." And that is what they did.



Now the chimney hole was small and Elly's trunk was very large. The animals had to push hard to get her trunk into the chimney.

They all pushed but Ossy, the ostrich, who was a lazybones.

And then Elly did a dreadful thing.

"I can't stand birdseed," she cried. "I am going to sneeze." And she did!

Black smoke blew up and out of the chimney. It made the animals as black as night. They were very angry—all except the crow, who was black anyhow.

"Now see the trouble you have made," snapped Ossy, the ostrich.

Just then Manda, the panda, called, "Look! It's coming out. It's coming out!"

Manda was right. Elly had pulled out her trunk. And there on the end sat the canary, as black as the crow.



"Oh, oh, that can't be my silly Dilly," squealed Mrs. Duddle.

The canary began to sing, and they knew it was Dilly. All at once she saw herself in a window and stopped singing.

Then she flew off to the birdbath and dived down into the water.

"A bath!" shouted Ossy. "That is just what I want. A nice warm bath. I am going home to get one."

The animals did not wait for tea. They started for home. They did not stop to look at the people they met as they chased each other back to the zoo.



It was a free-for-all race. They ran and flew and waddled to get home to a nice warm bath.

Once more quiet came to the zoo. The animals, all sweet and clean and happy, were sound asleep in bed.

WORD LIST

SECOND SEMESTER

SECOND READER

WITH NEW FRIENDS, when used following the Semester Edition of IN NEW PLACES, contains 340 new words plus 8 sound words.

7 village	34 ting	60 meadows	87 barges
can't	throat	61 brook	each
8 Mayor	35	62 stockings	wheel
9 garage	36 fits	63 struck	88 nailing
10 shut	37	64 silver	lanterns
coming	38 shiny	dollars	hammer
11 glasses	39 twelve	spoons	
12 wild	40	65 owned	89
knew	41	land	90
13 glad	42 sunshine	66	91 barked
than	twins	67 mystery	92 lonesome
14 great	43 fawns	treasure	except
hunt	spots	68 loved	93 washing
15 hunter	sweater	buckles	clean
wire	44 deer	paper	clothes
16 turned	45 left	(Hmm)	94 else
17 tried	46 or	69 Indians	cherry
follow	seemed	70 strong	95 sky
18 told	tired	dig	herself
six	47 move	hid	96 dirt
19 exciting	48 unhappy	71 meal	bridge
20 pictures	hard	72 forgot	97 paint
21 Widgeon	buck	73	98 brush
friends	49	74 Stumpy	use
goes	50	legs	99 try
22 lady	51 possum	toad	100 Ned
should	almost	75 owl	throwing
23 young	52	76 forget	101 write
acorns	53 nest	77 scampered	102 cork
24	hanging	78 (Too-whoo-oo-oo)	dear
25 minutes	teeth	79 squeak	eight
26 watch	54 end	race	103 far
27 wrote	55 gone	80	104 patient
sign	carried	81 dived	fine
28	56 running	82	105
29	(sh)	83	106 miles
30 Dr.	57 pouch	84 Wags	107
gold	kangaroo	carnival	108
31 knee	58	85 river	109 better
sick	59 plow	colors	110 across
32 pills	those	86 country	
33 keyhole	Third	lighted	
set	(Mmm)		

111 large low	137 between lunch	164 Reynard traps	191
112 middle part jackknife	138 next build dry	snapped	192 wonderful
113 elevator	139 waved voice	165 started	193 drill
114	140 silly stamped	166 bushes	194 rode
115	foot	167 sent	195 necklace beautifully
116 camel jackal bits	141 echo	168 faster	196 meaning same
117 mouthfuls howling	142 sorry	169	197
118	143 Featherwhistle hired	170	198
119 roll	144	171	199
120 beast terrible	145 does spoke dropped	172 cleaner's Paul Kay	200
121 fellow	146 squealed lazybones	173 row tiny	201 derrick steam dug
122 cutting ax	147 ever	174 safe soft (Meow)	202 lifted beams smokestacks
123	148 seen	175 business only	203 deeper higher
124	149 supper	176	204 half lean
125	150 sit radio	177	205
126 Ruth meeting (ting-a-ling)	151 ventriloquist circus	178 laundry chase	206 subway rumbling
127 telegram tomorrow bringing	152 return	179 Shoemaker finish	207 dreadful
128 Bruce having	153 remember free	180 bootblack wears package	208 pool swings
129 plans front	154 speeches Governor Crane	181 office	209
130 candles lettuce delicious	155 driver	182 knocked	210
131 nice	156 late flying	183 weak U.S.S. Wash- ington	211
132 farmers kitchen	157	184 carefully ship salute	212 Bob bell
133	158	185 proudly	213 kinkajou bite
134 mule whispered	159	186 weaving rugs led	214 curled carrot puppy
135 believe (hee-haw)	160 mistake pounce cruel	187 department brother	215
136 copycat family reached	161 because flapped screamed	188 bought	216 kind hiss already
	162 purr	189 swish	217 handle
	163	190 smiled frightened	218 freeze
			219 it's fifty
			220 zoo that's

221	raccoon	230		237		244	lion
222		231	lose	238			giraffe
223	ferryboat		fastened	239			Chippie
	Don	232	trunks	240	Elly	245	waddled
224	moving		stuffed		croaked		pigeon
	downtown	233	Tom	241	lane	246	met
	crowd	234	furniture		tea	247	chimney
225	gate		van		Dilly		(tweet)
226		235	candy	242	Manda	248	birdseed
227	cabin		desk		panda	249	
	visit		drawer		canary	250	birdbath
228		236	thirsty	243	Ossy	251	
229			asleep		ostrich		

Acknowledgments

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